

THE OFFICIAL NEWSLETTER OF THE TRANSATLANTIC OUTREACH PROGRAM

MODERN GERMANY

UPDATE

in this issue

FREE MATERIALS for your CLASSROOM

STUDY TOURS to GERMANY

TRANSATLANTIC SCHOOL PARTNERSHIPS

and MORE!



A PUBLIC/PRIVATE PARTNERSHIP for North American Social Studies Educators



Deutsche Bank



Robert Bosch **Stiftung**

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GUTEN TAG!

The Transatlantic Outreach Program is pleased to bring you its latest edition of *Modern Germany Update!*

In a world where global education is imperative to understanding ourselves by way of understanding other cultures, the TOP Team would like to take this opportunity to look back at the experiences of past study tour participants in an effort to share with others the impact that their involvement with TOP has had on their careers and classrooms. Several different perspectives of TOP Fellows are included in this issue, where Tom Bittner, Shirley Krienert, Bill Wyss, Scott Noet, and Matt Bundy highlight what TOP means to them.

On page 14 of this newsletter is a preview lesson from chapter 5 of TOP's forthcoming instructional text for secondary educators. Entitled "The Bundestag and Germany's Multiparty Political System", this lesson offers insight into the five major political parties that comprise Germany's lower house of Parliament, the Bundestag. This lesson may be of particular interest considering the upcoming federal election seasons in the United States (November 2012) and in Germany (September 2013). All seven chapters of the secondary instructional text, along with its counterpart for elementary educators and a 'Toolkit' for workshop leaders, will be published during the first few months of 2013. These new materials will provide social studies educators with an updated, engaging and informative look into teaching Modern Germany in the classroom.

We invite you to read through this year's newsletter for more ideas on how you can give your students opportunities to gain cultural awareness within the field of global education. Please take this chance to learn more about the role Modern Germany can play in your life and in your classroom!



The TOP Team (from left to right): Wood Powell, Sarah Yabroff, Klaus Brodersen.
Photo by Craig Kettler.



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HOW ABOUT YOU?

By Tom Bittner, TOP Fellow

The characteristic that distinguishes a truly great author is the ability to encapsulate the totality of an experience into a few, scant sentences. In his novel *Slapstick*, Kurt Vonnegut described what it meant to be a German-American during the first half of the twentieth century:

When we were children in Indianapolis, Indiana, it appeared that we would always have an extended family of genuine relatives there. Our parents and grandparents, after all, had grown up there with shoals of siblings and cousins and uncles and aunts. Yes, and their relatives were cultivated and genteel and prosperous, and spoke German and English gracefully. . . . But the delight the family took in itself was permanently crippled, I think, by the sudden American hatred for all things German which unsheathed itself when this country entered the First World War, five years before I was born.... Children in our family were no longer taught German. Neither were they encouraged to admire German music or literature or art or science. My brother and sister and I were raised as though Germany were as foreign to us as Paraguay.... We were deprived of Europe, except for what we might learn of it at school.... We lost thousands of years in a very short time . . .

In less than 170 words, Vonnegut summarized the collective cultural experience of America's largest ethnic group—think about that! But you really do have to think about it—and know something about it—to recognize the significance of that synopsis. If all one knows about Germany is what he “might learn of it at school,” there will be deplorable gaps in

his knowledge—and understanding—of Deutschland. And that appreciation of Germany usually relegates two millennia's worth of achievements to a footnote or two.

One of the Goethe Institut's most important objectives is to build bridges between people and organizations in Germany and the United States—and thereby counteract the dearth of scholarship that constitutes the average American student's encounter with German history and culture. That's where the Transatlantic Outreach Program comes in; TOP provides American and Canadian teachers with the ability to experience Germany in a way that tourists rarely have the opportunity to do. Each summer, TOP Fellowships are awarded to approximately 100 teachers. Each of these fortunate individuals is provided with an all-expenses-paid two-week Study Tour to Germany. Yes, that's right; a free two-week working vacation—but it's the most fun you'll ever have while working.

To begin with, you'll discover that Germany isn't perhaps as foreign as you may have suspected. Pretend, for a moment, that you're Quasimodo: If names like Einstein, Heisenberg, Dürer, Klimt, Beethoven, Bach, Schiller and Goethe (!) ring a bell, you already have a sense of the role that German culture has played in the development of the modern world. And, if you can understand the phrase, “*Wo ist die Toilette?*” you'll realize that the German tongue isn't all that dissimilar from the one you speak on a daily basis.

A century ago, of course, all of this was taken for granted; it was part of the *American* milieu.

"IF ALL ONE KNOWS ABOUT GERMANY IS WHAT HE 'MIGHT LEARN OF IT AT SCHOOL,' THERE WILL BE DEPLORABLE GAPS IN HIS KNOWLEDGE—AND UNDERSTANDING—OF DEUTSCHLAND."

(Continued on page 4)

But history has an ironic way of turning ones surroundings, as well as conventional wisdom, on its head. On a TOP Study Tour, you'll be brought face to face with the Germanic contributions to Civilization that have been relegated to the Orwellian Memory Hole. Think of yourself as Heinrich Schliemann (another German, by the way) as you brush away the sediment of the ages to uncover the face of Agamemnon. What you'll discover on your working vacation to Germany is a face that looks an awful lot like the one you see in the mirror. And there's a good reason for that. But that's only part of what you'll begin to understand as a result of your journey.

As a teacher, you're familiar with the question that plagued Thomas Aquinas: How do I convey this knowledge to my students? Like the Angelic Doctor, you'll have to figure out how to do that for yourself—and that's where the real work comes in. Unless, of course, you consider a tour of Checkpoint Charlie or the opportunity to visit Munich's Hofbräuhaus to be work (you'll have to belabor the issue of what to drink there for yourself—but that's another part of the story). Yet, as a teacher who is reading these words, it's safe to assume that you're already intellectually curious and desirous of professional development. For what it's worth, Aquinas went to study with Albert the Great, who was—as you may have guessed—German. Gee, the theme of learning from Germans and Germany seems to be popping up a lot here. Go figure, huh? There's a good reason for that, too—but you're probably beginning to suspect the explanation for that.

If these thoughts have answered a few questions about the experience and value of being a TOP Fellow, that's good—if they've piqued your interest, that's even better. But that's part of the delight you'll take in educating yourself about—or perhaps reacquainting yourself with—an integral portion of the extended family that constitutes humanity and its collective experience. You'll discover that you too have shoals of genuine relatives who are cultivated and gentile and prosperous. Developing the method to convey that newfound knowledge to your students in a graceful manner will be where the real work—and the enjoyment that can be derived from profitable labors—comes in. And, by doing so, you may also discover that it's more beneficial to

build bridges to unite people rather than erect walls to divide them. The Transatlantic Outreach Program is interested in performing the former task.

How about you?



Tom Bittner (lower right) at an organic apple wine farm near Frankfurt with fellow group members Jon Beck (lower left) and Sabree Muhammed (top).

TOP FELLOW INITIATES ILLINOIS-BAVARIA EXCHANGE

By Shirley Krienert, TOP Fellow

ONE'S DESTINATION IS NEVER A PLACE, BUT A NEW WAY OF SEEING THINGS. – HENRY MILLER

During the summer of 2011, I was fortunate to take part in one of the study tours offered by the Transatlantic Outreach Program. As our group traveled through Germany we were able to see many historical sites as well as meet a variety of interesting and hospitable people. Each day introduced more information, different points of view and opportunities for new experiences. Throughout my visit I continually reflected on how I could bring my travel and the knowledge I had gained back to the students in my school district, Murphysboro Unit District 186. In particular I wanted my second grade students to experience Germany on some level...

The first school we visited on the trip was the Realschule am Keltenwall in Manching, Bavaria. This school opened the door, not only to my second graders, but also for middle school students from throughout my district. After I returned home I spent several months continuing to contact the German teachers I met in Manching. Bettina Kraus is an economics and English teacher at Keltenwall. I had not met her personally, but someone suggested she might like to be involved in a USA/German project. She and I emailed back and forth for a few months trying to come up with an appropriate activity that my young

students and her middle schoolers could complete together. We decided on "All About Us" books for the initial effort, sent via snail mail to each other. Each set of students took pictures of places in and around their respective schools. We also included our communities in the books. The students wrote the text and appeared in the photos. Each group also asked questions of the other. Next, we began whole class emails to each other. The books and emails were a success.



Shirley Krienert (upper right) with her students.

wanted find a small group of Murphysboro middle school students to individually correspond with a similar group of students in Germany. I contacted several of my former students, as well as a teacher at our middle school to form a core group. We began the email exchange. The students from both Germany and the US were very excited and interested in getting to know their new friends. Emails were flying back and forth across the Atlantic. Parents of my former students became excited and many were helping their children with the emails. The same thing was happening in Manching. Frau Kraus and I were also becoming better friends with our email correspondence. Included in one email was an invitation to come back to Keltenwall, stay with her

(Continued on page 6)



family and visit Germany. I accepted her invitation.

In June I was able to return to the Realschule am Keltenwall, staying with Frau Kraus and her family. My middle school students sent gifts to their German friends and I packed them in my suitcase. During my time in Germany, I spent several class periods with the German middle school students and also a high school class in the same school, along with Bettina. The students and I discussed many topics, shared stories and made lots of memories. The middle school students prepared gifts for me to carry back to their U.S. friends.

For myself, I have a lifelong friendship established with Bettina and her family. Staying with Bettina and her husband, Max, meeting Max's mother and father, and spending time with Sebastian and Franziska (her son and daughter) was a most wonderful experience. It was an extraordinary visit, and the Kraus' made me feel like a member of their family. I was able to see Germany through the eyes of its citizens. We shared conversations, along with our hopes and dreams. Most importantly we were able to make connections and speak of future plans that may include visits.

Not only have I greatly increased my knowledge of modern Germany, but so have my students and former students. My second graders now know about another country, and they have friends in Bavaria. They learned a bit of German. They see visiting Germany in the future as a real possibility. My former middle school students have kept up their correspondence through the summer

months. These students have promised to continue the writing in the next school year with the help of their parents and also supportive teachers.

Currently, I am helping to set up a middle classroom project between students in Murphysboro and students at Keltenwall that includes emailing, snail mailing and special projects with one of the English-Language Arts teachers in each school. Bettina was able to introduce me to a primary teacher at a German elementary school. She and I are going to set up an exchange and projects throughout the school year between our two classrooms. My superintendent, whose son continues to participate in the original exchange, has expressed an interest in possibly developing a small teacher exchange between our schools leading into a student exchange in the future. The projects and connections continue to grow and expand.

Twenty years from now you will be more disappointed by the things you didn't do than by the ones you did do. So throw off the bowlines, sail away from the safe harbor. Catch the trade winds in your sails. Explore. Dream. Discover.
- Mark Twain



Thank you TOP, on behalf of my former students, current students, and future students for the adventure of a lifetime and the opportunity to introduce Germany to students from a small school district in the middle of the USA.

BRINGING TOP HOME

By Bill Wyss, TOP Fellow

As a two-time TOP participant (2006, 2010), it is difficult to quantify the impact of the Transatlantic Outreach Program on my life and teaching. There is rarely a day where my German experiences don't enter my thoughts as I interact with colleagues, students, friends, or family members. The overriding theme of my psychology classes has become the impact of culture upon behavior (how are some human actions clearly universal, while others tend to have significant cultural influence?). Although other international study tours may have led me to similar inquiries, there are many reasons why TOP tours are so outstanding. Clearly, they want to demonstrate that modern Germany is a dynamic, progressive, and prosperous democracy. However, the guides don't shy away from addressing the difficult aspects of German history or current social tensions. This comprehensive examination of both the positive and negative is what makes the TOP experience unique - it is incredibly honest!



Shopping on Berlin's Kurfuerstendamm and then participating in the "Fan Mile" at the Brandenburg Gate during the World Cup semifinals, rocketed us back to the present. By mentioning just the highlights of a fabulous TOP tour, I have left out many other unique experiences. However, TOP didn't shy away from the negative. In Munich, we saw the location of Hitler's infamous "Beer Hall Putsch", the building where the treacherous Munich Conference led to the dismemberment of Czechoslovakia and the Polish Blitz, and the 1972 Olympic Village where Israeli athletes were taken hostage and brutally murdered. The NAZI Documentation Center (at the infamous NAZI Party Rally Grounds), and the War Crimes court room were primary features of a day-long examination of the darkest period in German history. Probably the hardest day of our visit occurred at Pirna on the Czech border where we entered the former mental hospital where the secret T-4 Program was initiated by Hitler's brother-in-law (the T-4 Project exterminated patients deemed unfit to be part of the "master race").

On my 2006 tour, I was able to witness the pageantry of World Cup Football (soccer) close up as Germany hosted the month-long sporting and cultural extravaganza. In addition, we experienced the growing confidence of "Mainhattan" (the Manhattan-like financial

center of Frankfurt on the River Main), toured the **BMW headquarters in Munich**, and were among the first to visit the spectacularly reconstructed Frauenkirche (Church of Our Lady) in Dresden. We walked back in time through visits to the Medieval city center of Nuremberg and the Romanesque Cathedral of Bamberg.



Similarly, on my second TOP adventure in 2010, I biked through the Kaiser's residential grounds in Potsdam, became entranced by the Daimler Benz Museum in Stuttgart, and scaled the mountainous approach to the **Wartburg Castle** (where Martin Luther translated the Bible into the language of the people for the first time) which overlooks the beautiful city of Eisenach. Although the World Cup was being hosted by South Africa, we cheered on the German team at public venues in Stuttgart, Weimar, and Berlin. In the fascinating city of Leipzig, we attended an organ concert at St. Thomas Church where Bach composed



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and performed. On the other hand, in Essen we toured an exhibition of art that has been banned during the NAZI period and was returning to German soil for the first time since the 1930s. In Leipzig, we visited the once secretive STASI headquarters (East German secret police) where the communist government used interrogation and terror to control the population. Not all of the difficult topics were from the past however, as we spent time at a youth program in Berlin aimed at discouraging Turkish immigrant children from gang affiliations and

attended a lecture at the foreign ministry building addressing “the wall in the mind” (the still very distinct attitudinal and behavioral differences between former East and West Germans). For me, certainly the most intense and profound day occurred when we travelled to the **Buchenwald Memorial Site** near Weimar. Even in the midst

of the horror of Buchenwald, our group conducted our own informal memorial service at the monument to the camp victims.



"NOT ONLY HAS THIS PROGRAM HELPED ME TO SEE 'THE REAL GERMANY' IT HAS HEAVILY INFLUENCED MY APPROACH TO THE CLASSROOM."

From the depths of despair behind the walls of a former concentration camp to the exhilaration of cheering on the German soccer team during a crowded public viewing, the TOP study tours have significantly aided my understanding of culture, economics, history, politics and much more. However, the true value of the program is its open-minded strategy of exposing social studies educators to a variety of aspects of modern Germany. Not only has this program helped me to see “the real Germany” it has heavily influenced my approach to the classroom. No matter the subject, I have become much more committed to helping my students to become familiar with the “whole picture” of a topic so that they have the background to form their own opinions. The TOP program has helped me to realize that students benefit far more from an evenhanded look at all sides of an issue that enables them to evaluate information on their own. This realization has influenced my teaching significantly and I cannot begin to thank the Transatlantic Outreach Program for providing the perfect learning laboratory through its study tours.

TOP SCHOLAR IN UKRAINE

By Matt Bundy, TOP Fellow

Most of us are familiar with Kiev, Ukraine, but what about Mariupol City? This is where I had the opportunity to participate in the “Teachers for Global Classrooms” program this past spring. I taught in a *Lyceum*, which is comparable to the German secondary *Gymnasium* school type. The school was filled with motivated students preparing for their future studies at universities in Ukraine and throughout Europe. While most will remain in Ukraine, many pupils desire to study in England, Germany and France. I have participated in educational programs in Jordan, Germany and now Ukraine and these experiences continue to give me great cultural and educational experiences to share with my students and colleagues back in Mountain Home, Idaho.

After landing in Kiev, our group of eleven teachers from throughout the United States was taken on a walking tour of the city. Signs and posters for the upcoming soccer event, Euro 2012, were everywhere and one really felt as if he had arrived in a truly modern European city. Kiev is a very cosmopolitan city and I noticed the ALDI grocery store and the BOSCH tool store on my walk. I even considered stopping at the Kiev branch of Volksbank to get some Ukrainian *Hryvnas* (local currency) so I could enjoy *Senf* on my *Wurst* at the *Biergarten* on the corner.

That evening on our walk to the world famous Kiev Ballet, where we would be enjoying a great performance of *Carmen*, I noticed the German flag

waving in the wind. I had found the German Embassy! I promptly went to the guards in their blue German uniforms and greeted them, *Guten Tag. Wie geht es Ihnen?* They politely responded with, *Sehr gut, danke!* and then promptly informed me the embassy was closed to visitors for the day. *Pech!* But in front of the embassy is a portion of the Berlin Wall where anyone can see and touch this reminder of communism and the former division of Europe.

After a couple of days in Kiev, the real adventure began. I got on a train in Kiev and readied myself for a 16-hour train ride to the southern part of Ukraine. I was on my way to Mariupol, on the Sea of Asov, about 50 miles from the Russian border. I don't speak Russian or Ukrainian and no one on the train spoke English. One of my cabin mates spoke a little German, so I was able to locate water and restroom facilities. Upon arrival, my host teacher, Andriv, picked me up at the train station and we were off to school.

My first activity was a European Club assembly. The students gave presentations and cultural performances reflecting many European countries to include the German speaking countries of Germany, Austria and Switzerland. The European day continued with a press conference for the students. I was pleased to find out that I was the guest of honor to be interviewed for the press conference! Even though it was European Club day, they asked me all kinds of questions about the American school system, my students, American government and my thoughts on European issues.

This particular Lyceum specializes in language study. I worked with young people who had English as their "profound study." Instruction in the school is in Russian, but all students are required by the government to also pass exams in the Ukrainian language. In addition, the students focus on one foreign language and also study an additional foreign language. The majority learns English as the profound study, but

many had German as their primary foreign language. It seemed a pretty evenly split between German and French as the primary additional language after English. As I taught the classes, I was impressed with their ability to communicate in English. A primary reason for my visit was to give them the opportunity to communicate with a native speaker. I got to be very good friends with many of the students and it was fun in the evenings as I would go for a walk through the city to see students and converse with them outside of class.



Matt Bundy outside the German Embassy in Kiev, Ukraine.

After getting to know the German teacher, I was invited to participate in the German language class. The teacher had lived in Germany for a year on an exchange. The class was conversation based, and I noticed the teacher was using Goethe-Institut materials. She was teaching this particular class at the European Union level of B1. I also noticed that in addition to Goethe-Institut texts, her computer and projector also had Goethe-Institut stickers on them. It was apparent that the Goethe-Institut is very active in helping language programs around Europe. It was fun; many of the same students that I had been working with in English were now comfortably speaking German and discussing German culture. I added a few remarks in German and think I could almost pass the German class

in Ukraine! Most of the students assume Americans speak only English, so it was fun to challenge that stereotype a bit.

This experience and my other international experiences continually reinforce my desire to interact with teachers, students and people from various backgrounds and cultures. These experiences have given me many stories to share in my classroom and with colleagues in seminars and other educational forums. Many thanks to TOP for all you do in supporting and fostering global education.

Matt Bundy's travel blog is located at the following URL:
<http://mrbundy.edublogs.org/>

MERKEL TO MANDELA: TOP GOES GLOBAL

By Scott Noet, 2009 TOP Fellow of the Year

Why would anyone think that a resource written for North American classrooms that focuses on German and US environmental efforts could be used to teach sustainability in South Africa is a good idea? Because the themes of stewardship and conservation of resources presented in the TOP publication “It’s Up To You & Me, Here & Across The Sea” are universal and especially vital in the sustainable development of the rapidly changing BRICS countries (Brazil, Russia, India, China and South Africa). Moreover, the modular design of “You & Me” allows for easy customization for any group of learners. That said, last summer when asked to teach a lesson to a South African primary school class I turned to several activities from “You & Me” which allowed me to not only try to achieve a TOP goal of internationalizing the social studies curriculum, but also to rediscover the utility of this classroom resource that at once engages students in high interest material through interdisciplinary activities that require vital skills in several curricular areas while also allowing kids to have an impact on the world they will one day inherit and in turn pass on to future generations.

“Would you like to teach a bit?”, was the question posed to me by Paulette Rumble, a fifth grade teacher at Thornton Primary School in Cape Town last July that provided the springboard to a cross-continental classroom collaboration. My answer, “Yes, that would be great”, served to toss a spanner into the works and to scuttle the original plan to meet with a few of

the teachers after the official visit to conduct a mini-professional development session focused on teaching sustainability based on “You & Me”. What else could I answer? I was in dire need of a kid fix after not seeing my hormonally impaired seventh-graders for over a month and a half. Then suddenly it occurred to me that I answered without really thinking too much about what it was I would teach these very eager fifth graders. Thank heavens the practical teacher voice inside convinced me that, while the teacher to teacher session that was scheduled could be quite beneficial,



there is nothing like teachers observing the effectiveness of materials with actual students, especially those from their school-I would walk my talk. So, after a somewhat feeble, and apparently amusing, attempt at greeting the class in isiXhosa with “Mulweni befundi,” I broke the ice and we were off.

Serendipity smiled on me that day in the form of a poster hanging on the back wall, the South African constitution to be exact. So we began examining the bill of rights, specifically section 24 that reads: Everyone has the right

- a. to an environment that is not harmful to their health or well-being; and
- b. to have the environment protected, for the benefit of present and future generations, through reasonable legislative and other measures that
 - i. prevent pollution and ecological degradation;
 - ii. promote conservation; and
 - iii. secure ecologically sustainable development and use of natural resources while promoting justifiable economic and social development.

Next, we went directly to brainstorm #4 on page 46 of “You & Me” where we compiled a list of things the students currently did and would like to do to make section 24 of the bill of rights a reality for the citizenry of South Africa. Though there were students that spoke five different mother tongues (isiNdebele,



isiXhosa, isiZulu, Setswana and Afrikaans) and we were using English as the language of instruction, the ideas to decrease the students' individual impact on the environment often came faster that I could get them on the board. With our lists completed we then transitioned to a paper questionnaire based on the zerofootprintkids.com site recommended in "You & Me". Though the data that was gathered would have to be entered when computer time could be arranged, preliminary hypotheses regarding which activities might be responsible for the largest carbon footprints came at a fast and furious pace. Finally, still following "You & Me", the class decided to make a contract with the environment to do everything possible in order create a zero waste classroom starting with a recycling center in the back of class that will contain empty pet food bags labeled plastic, aluminum and glass. Moreover, they issued a back to school challenge to my incoming seventh grade team back on the Minnesota prairie to agree to the same zero waste contract with the environment.

So, TOP goes global, but at article's end what can the reader take away to add value to their classroom? I believe getting your hands on the free "You & Me" resource from TOP is a crucial step in teaching global sustainability. Not only because it does a great job with environmental concerns in Germany and the US, but also because of the interdisciplinary friendly design that emphasizes key concepts and skills from across the curriculum and the elasticity built in to this resource that makes the activities easy to customize for all regions of the world. What is more, "You & Me" addresses topics relevant to all students and encourages them to participate in shaping their futures by making and acting on coherent action plans. As I found in South Africa, sustainable development throughout the world will be a major topic for all students in the foreseeable future due to the rapid economic expansion of BRICS countries, and resources like this from TOP is invaluable. Bottom line, if you are looking for an engaging and flexible

publication that requires students to do many things including gather and analyze data, examine primary sources, create and implement strategic plans that does not affect your bottom line, order "It's Up To You & Me Here & Across The Sea" and get to work.



Scott Noet (right) with Paulette Rumble in Cape Town.

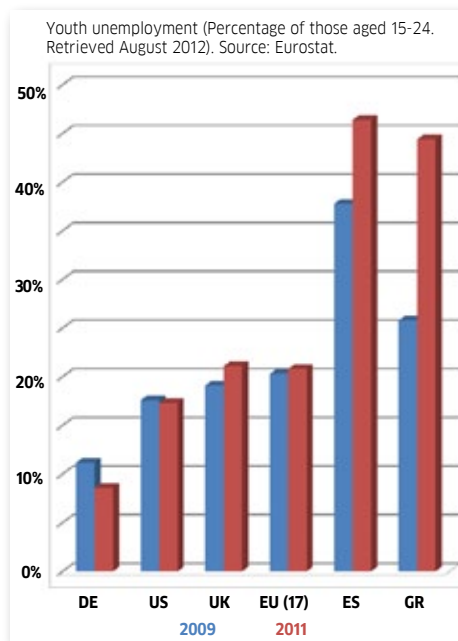
THE TRACK MOST TRAVELED

Let's begin with a statistic. **8.6 percent.** This is the youth unemployment rate in Germany for those aged 15 to 24 (Eurostat, August 2012). The figure for the United States is nearly double this amount (17.3%)! What is the secret behind Germany's success? This theme is what two unique 2012 TOP study tour groups were sent to Germany to explore. What follows is a *generalized* summary of their observations and findings.

Perhaps a key aspect of the previous statistic is the age range of those that qualify to be counted among the unemployed youth: 15 to 24. At the age of 15, the prototypical high school student in the United States is somewhere between ninth and tenth grade; they are beginning to prepare for the SAT with the goal of applying to one or more colleges by the end of their junior year. The situation for their counterparts in Germany looks somewhat different.

At the onset, Germany's education system resembles that of the United States. At around the age of five, a child enters *Kindergarten* and continues on to elementary school (*Grundschule*) where they will be shepherded and closely observed by a total of two teachers for the first through fourth grade. But following the fourth grade is where the U.S. and German systems diverge; American students continue on a single track towards high school and beyond while German students come to a crossroads.

At grade five, German students are placed in either the *Realschule* for preparation for a vocation or in the *Gymnasium* for preparation to enter the university system. Student placement is determined through teacher recommendation, parent conference, testing



and academic achievement, and student aspirations. Although aptitude tests are a part of the process, they are *not* the definitive variable and parental discretion is a critical factor (Kidwell and West, 2012). In either case, while the decision is not necessarily final as it has become easier for a student to switch tracks, it should be noted that a minority of students actually do so after the fifth grade. When it is time to leave secondary school, the number of students on the vocational track outnumber those on the pre-university track by a margin of more than **2-to-1** or 70% to 30%, respectively (Deutsche Bank, 2012).

General secondary education for the vocational track in grades 5-10 includes not only the required academic subjects of language, economics, science, religion/ethics, and social studies but also a vocationally-oriented set of skills that relies on practical orientation such as problem-solving, technical drawing, and applied math. English is a required subject in Germany and some schools may require up to eight years in English language studies. This is often in addition to the mandatory study of a third foreign language, typically French or Spanish, for at least four years (Kidwell and West, 2012).

By the conclusion of tenth grade, at around the age of 15, a student on a vocational track will need to begin taking steps to "mix" their purely theoretical education with the practical. This process often begins when local *chambers of commerce* enter a school acting as mutual partners between education and public/private sector interests. Chambers of commerce play an essential role in the process by posting announcements and helping to organize job fairs designed to raise the interest among students in available apprenticeship positions. Positions may or may not be local and while the most sought-after

spots are indeed with highly-recognizable brands like BMW, BOSCH, Porsche, Deutsche Bank, Mercedes, etc., the vast majority of apprenticeships are with much smaller companies that capture far less mindshare. (For more information on such companies, conduct research into the German *Mittelstand*.) The point is that students in the tenth grade of a vocational track must prepare and *market themselves* to employers that will offer the most applicable apprenticeship for their skills. What follows resembles that of any job-seeking process from the application stage to the interview, acceptance, and signing of all contracts.

(Kidwell and West, 2012). First, they must examine an automobile that has been purposefully disabled in various creative ways and then they are required to not only find and conduct repairs but also to successfully invoice these repairs and communicate the situation to the customer (as represented by the instructor). This is the essence of a job preparation process that concludes with several layers of theoretical and practical examinations, both in school and on the job site. Once completed successfully, an apprentice is certified to pursue a career or higher education in a given field (Kidwell and West, 2012).



Study tour participants work with BOSCH apprentices during a mock training day at a BOSCH Power Tools plant near Stuttgart.

Once the ink is dry, an apprentice usually collects a modest stipend good enough to cover living expenses and is counted as a member of the German labor force!

Students usually begin an apprenticeship program at around age 16-18. After acceptance into a training program, students will combine formal schooling with workplace experience for 3-4 days per week in the industry of their choosing such as business, industry, government, or retail. The students spend the fifth week day at school where classes support the necessary job skills. Such school support classes will include aspects of work such as communication skills, writing skills, workplace ethics, time management, and mathematics as related to the job. Practical workplace training and curriculum based on industry standards is an essential part of this *dual-track* system. For example, an assessment for a German students who conduct an apprenticeship in the auto industry are tested such that they must use a hands-on approach

Considering the above scenario as it applies to thousands of German students in thousands of secondary vocational schools throughout the 16 federal German states, one can truly question the reality of such a complex infrastructure. How can every German town have at least one school with a modern garage full of high-tech machinery and nearly brand-new “donor” cars? Indeed the Kaufmännische Schule Nagold located in the heart of the Black Forest was full of brand-new BMW M3 and Mercedes S-Class automobiles donated by their respective manufacturers! And what about the “plumbing” vocational students with a state-of-the-art system provided by GEBERIT? Or the “builders” classroom where the graduation project for the students is to build a real house with a slate roof? Obviously, the bonds between schools and private industry are strong. There is a lot of history (and framework) involved.

(Continued on page 14)



GEBERIT testing apparatus, Nagold Schule.

review of documents provided by Deutsche Bank for the training of its apprentices reveals how employers have much to gain from the system as well. A key advantage includes the ability to identify, hire, retain, and gain from talent early on. Companies can also improve their image and brand recognition in schools and communities (Deutsche Bank, 2012). Certainly a cost-benefit analysis of any employer's apprenticeship training program would reveal profitability in the long-term.

While Germany can trace its dual-track education system as far back as the Middle Ages, the building blocks of the present-day vocational system were established in 1969 with the passage of the *Berufsbildungsgesetz* (Federal Vocational Training Law). This law provides for a national legal framework for the recognition and certification of over 350 professions and stipulates the rights and regulations of trainees, such as duration of training, profiles of training, minimum requirements, compensation, overall training plan with syllabus, time frame, and examination requirements (Kidwell and West, 2012). Beyond the federal government, each of the 16 federal states plays an active role in the vocational education system. Each state must work to safeguard the quality of standards in schools, to promote cooperation among institutions, to supervise the chambers of commerce, and of course to finance schools and teaching staff. Beyond providing for and funding the apprenticeship positions themselves, employers draft proposals for the creation of new - and updating of existing - training occupations. Finally, the local chambers of commerce work as conduits between employers and state institutions by communicating the needs and trends of one entity to the other. This on-going synergy among the federal and state governments, local chambers of commerce, and employers ensures that the vocational education system is organized, planned, reviewed and revised regularly to adjust to changing demands and new market trends (Kidwell and West, 2012).

Germany's youth are not the only beneficiaries of such a stellar vocational education training system. A quick

But beyond the schools, chambers of commerce, apprentices, and employers, certainly the greatest beneficiary of this vocational education training system must be the German economy itself. The fact that Germany's general unemployment rate has declined despite the Great Recession is perhaps the greatest testimony to its effectiveness. Germany isn't a leading exporter because its goods compete on the world market at bargain prices. Quite the contrary! Germany is a leading exporter precisely because the slogan, "Made in Germany," represents goods and services, manufactured by skilled craftsmen and women, that out-innovate and out-engineer the competition.

Germany's economy presently remains on the right track. And over two-thirds of Germany's tenth grade students can be rest assured that they are on the right track too: the vocational track!

Sources:

- Eurostat; Unemployment rate, annual average, by sex and age groups (%) - [31.08.2012]; Unadjusted youth unemployment rates by selected states (%), <http://ec.europa.eu/eurostat>; Retrieved Sept. 2012; Web.
- Kidwell, Frances L., Ed.D. West, Thomas M., AICP. *Lessons from Germany and the Future of Vocational Education*. August 2012.
- Unknown Author. *Dual Vocational Training: An Introduction to Germany's Educational System*
Deutsche Bank Human Resources Dept.
Microsoft PowerPoint file. 24 Sep. 2012.

This PowerPoint will be available in Chapter 6, Lesson 4 of TOP's forthcoming instructional text for secondary educators. Copies of the "Vocational Education" white paper will be provided upon request.

TOP: EVALUATED

Between August and December 2011, over 1,100 students from over 30 schools across the United States participated in a formal evaluation of the Transatlantic Outreach Program. Titled, *Modern Germany in the Minds of American Students*, the evaluation was conducted by professional evaluators Carolin Hagelskamp and Amanda Roy from Brooklyn, New York.

Of the 1,100 students involved, 500 had been exposed to TOP and comprised the TOP Test Group. The remaining 600 students comprised the Comparison Group. The latter were of comparable age and grade level but had neither exposure to TOP materials nor to modern Germany lessons from a TOP Fellow.

By making some of the evaluation results public for the first time via the *Modern Germany Update* newsletter, TOP would like to publicly thank all of the administrators, principals, teachers and students who made this evaluation possible. The results of the evaluation have provided added inspiration for the TOP Team and its partners to continue the program's goals to facilitate Education, cross-cultural Dialogue, and the Germany Experience!

According to the executive summary of the evaluation:

This evaluation finds strong evidence that TOP has a positive impact on students' knowledge, impressions, and interest in Germany and Germans. Compared to their peers who have not been exposed to Modern Germany lessons, TOP students in this study know consistently more about Germany and have more positive and less negative impressions of Germans. They also perceive greater similarity between Germany and the U.S. than comparison students and are more interested in learning more about Germany and Germans.

Specifically:

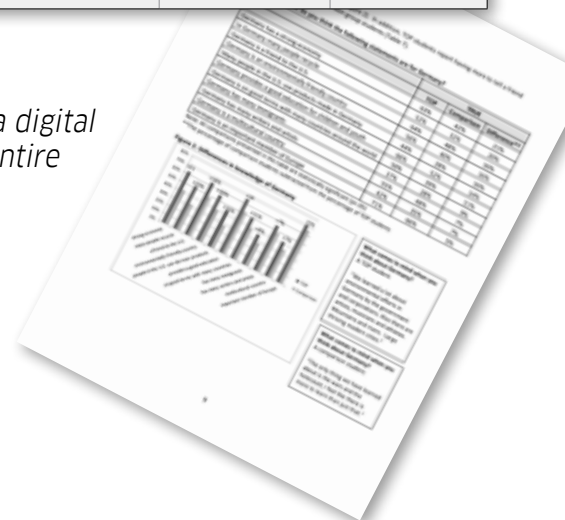
- The majority of TOP students enjoy Modern Germany lessons and rate TOP materials as engaging
- TOP students know more about Germany and Germans than comparison students
- TOP students have more positive and less negative impressions of Germany and Germans
- TOP students perceive more similarity between Germany and the U.S. than comparison students
- TOP students also express greater interest in learning more about Germany and Germans than comparison students

The full evaluation describes the study methodology, analytic approach and the demographic characteristics of participating students. The following sample table demonstrates statistically significant variation among Test and Comparison groups:

Table 6. How true do you think the following statements are for Germany? (Abbreviated)

True Replies...	TEST	COMPARE	DIFF.
Germany has a strong economy	63%	42%	21%
In Germany many people recycle	52%	32%	20%
Germany is an environmentally friendly country	56%	40%	16%
Many people in the U.S. use products made in Germany	44%	28%	16%
Germany has many immigrants	37%	28%	9%

TOP will provide a digital PDF copy of the entire evaluation upon request.



5.3 THE BUNDESTAG AND GERMANY'S MULTIPARTY POLITICAL SYSTEM

FOCUS QUESTION:

- How are legislatures structured to reflect the different political ideologies of the populace? Are there advantages of one organizational pattern over another? In what ways are two-party and multiparty political systems similar and different? What are some of the advantages and challenges of each system?

NCSS STANDARD #6 POWER, AUTHORITY, AND GOVERNANCE

One essential component of education for citizenship is an understanding of the historical development and contemporary forms of power, authority and governance. Through this theme, learners become familiar with the purposes and functions of government, the scope and limits of authority and the differences between democratic and non-democratic political systems.

LESSON OVERVIEW:

This lesson is designed to give students an understanding of the operation of the German *Bundestag* (the national parliament of the Federal Republic of Germany) through a simulation activity in which they will represent one of the five major political parties on a committee of the *Bundestag*. Students will be able to develop solutions to a major problem in Germany today. Students will be able to analyze the various domestic, political, economic and social factors of national and foreign policy development in Germany. Students will learn about the differences between a multiparty parliamentary system, such as the one in Germany.

TEACHER BACKGROUND INFORMATION:

Before beginning the activities of this unit, students should learn that the Federal Republic of Germany is composed of 16 *Bundesländer* (states) and that the Federal Republic of Germany is a democratic, federal and constitutional country. It has a bicameral legislature, composed of the *Bundesrat* (legislative body that represents all 16 states at the federal level) and the *Bundestag*. The *Bundesrat* is currently comprised of 69 members who are not elected directly, but delegates of their respective state governments. The *Bundestag* is elected every four years. Since 2009 elections there are 622 members of the *Bundestag*. The *Bundestag* has three main responsibilities: legislation, election of the federal chancellor and control of the government. It is important for students to understand that the chancellor is a member of the *Bundestag* and not elected by the population at large (as in the case of the U.S.). Therefore, the executive and legislative branches of the German system are not fully separated—similar to the British system.

Unlike the two-party system of the United States and Great Britain, Germany has a multiparty system with, currently, five major political parties. The German system generally results in no *one* party having a clear majority of the votes in a legislative election. Multiparty systems, therefore, usually result in coalition governments which can be less stable than a single-party government in two-party systems. The current parties in the Bundestag are Social Democratic Party (SPD), Christian Democratic Union/Christian Social Union (CDU/CSU), Free Democratic Party (FDP), The Left (Die Linke) and Alliance 90/The Greens (Bündnis 90/Die Grünen).

Like the American system, there are numerous committees, which discuss the major issues of the day and debate proposed bills before they can reach a plenary session of the Bundestag. German parliamentarians tend to vote along party lines: prior to debates, party members decide how they will vote and normally all members follow the decided party line.

TIME:**(10) 45 minute class periods****INSTRUCTIONAL RESOURCES:**

- Access to Internet or a computer lab for the entire class
- Access to YouTube
- Access to the Official Web site of the German Bundestag: www.bundestag.de/htdocs_e/parliament/

And the following item located within this newsletter:

1. Government Structure and Political Parties in Germany (Handout 5.3.1 on pages 19-21)

PROCEDURE:**DAY(S) 1-2**

Anticipatory Set: The teacher should ask the students about their understanding of how the United States Congress functions. What are the three branches of government? How are the House of Representatives and the Senate structured? It is important that students have an understanding of the American political system, the different political parties and how congressional elections affect the U.S. government.

The teacher should divide the students into five groups and assign each group a political party represented in the German *Bundestag*: Social Democratic Party (SPD), Christian Democratic Union/Christian Social Union (CDU/CSU), Free Democratic Party (FDP), The Left (Die Linke), Alliance 90/The Greens (Bündnis 90/Die Grünen). The groups should not consist of an equal number of students, but instead reflect the proportion of seats each party has in the *Bundestag*. [Based on the results of the 2009 election, the CDU/CSU has 38% of the seats, SPD has 24%, FDP has 15%, Die Linke has 12%, and the Green Party has 11% (*Bundestag*, 2011)]. After dividing students into groups, the teacher should distribute the Government Structure and Political Parties in Germany Handout (Handout 5.3.1 on Instructional Resource Disc) for basic information on the parties of the German government. The first task for students as political representatives is the creation of a PowerPoint presentation about their assigned party. This will require Internet research.

SOURCE:

Deutscher Bundestag. (2010). *Official Results for the 2009 Bundestag Election*. Retrieved January 2011 from www.bundestag.de/htdocs_e/bundestag/elections/results/index.html

DAY(S) 3-4

The teacher should instruct the students that they will be representing their respective political parties in two parliamentary committees in the *Bundestag*. The teacher (alone or with the students) should decide which of the following contemporary issues should be discussed:

- Social Services
- Education
- Health Care
- Deployment of German Soldiers Abroad (e.g. Afghanistan)
- Use of Nuclear Energy
- Immigration and Integration
- European Union

Depending on the issue, one of the following Bundestag committees will meet in the simulation:

- Affairs of the European Union
- Education, Research and Technology Assessment
- Environment, Nature Conservation and Nuclear Safety
- Foreign Affairs
- Health
- Internal Affairs
- Labor and Social Affairs

A committee is a forum in which members are able to concentrate on a single, specialized area of policy. The committee discusses all bills that have an impact on their respective fields of governance and attempt to find a compromise at the committee stage that is capable of commanding majority support in the plenary sessions. Information on each of the committees and its members can be found at www.bundestag.de/htdocs_e/committees.

PROCEDURE (CONTINUED):**DAY 5**

Using Microsoft Publisher (if available) the committee members should work together to create a brochure outlining the basic problem, short- and long-term effects and possible solutions concerning the topic of their committee. The brochures will be circulated among the rest of the members of the classroom Bundestag. After the class has been briefly presented with the two issues, it should vote (as members of their assigned political parties) on which issue they consider the most pressing, and this issue will become the focus of the debate.

DAY 6

Students should discuss the topic(s) with the other members of their party. Students should come to class the next day with a one-minute speech outlining their position on the topic as well as their proposed solution(s). To give students an idea what a Bundestag committee session might look like, show a short clip of an actual session available at: <http://www.youtube.com/watch?v=21MlrowJqgc>.

DAY(S) 7-8

Each student should be given a placard with their party name on it. The class should simulate a session of the plenary. The teacher should act as the chair, recognizing speakers, keeping track of speaking time, etc. Students should raise their placards to be recognized by the chair. The parliamentary rules are available from: http://www.bundestag.de/htdocs_e/bundestag/function/legislation/index.html

After each student has given an introductory speech, students should debate the proposed solutions. A student may motion for an un-moderated caucus for a set period of time, during which students may form alliances with other parties and begin to draft a bill addressing the topic. If possible, students should continue to work on their bill outside of class.

DAY(S) 9-10

Students, representing the different political parties, should come to class with several copies of their draft bills for their fellow plenary members. Students must motion to introduce their bill. The introduction of each bill should be followed by a brief moderated caucus discussing its merits. After all bills have been discussed, the class should vote on each bill following the Rules of Procedure, which can also be found at: http://www.bundestag.de/htdocs_e/bundestag/function/legislation/index.html

WHOLE GROUP REFLECTION:

The teacher should facilitate a debriefing of the simulation. What were the merits of the bill that passed? What would happen to the bill after it passed their committee? In what ways is the process similar to and different from the legislative process in the United States? Does the bill have a chance at effectively dealing with the problem?

MODIFICATIONS:

This simulation is a lengthy activity, which could be slightly accelerated if the teacher pre-selected a debate issue.

EXTENSIONS:

1. As a follow-up, the teacher may assign the students an essay discussing one of the other contemporary issues not selected for the Bundestag simulation.
2. Students may wish to compare the British or Canadian systems to that of Germany.

HANDOUT 5.3.1**GOVERNMENT STRUCTURE AND POLITICAL PARTIES IN GERMANY**

The most important German political institutions are:

- the Bundestag – The lower house of the federal parliament
- the Bundesrat – The upper house of the German parliament whose members represent the federal states
- the Bundesregierung – The federal administration, consisting of the Chancellor and her cabinet, usually elected from the Bundestag
- the Bundespräsident – The head of state, (the Federal President) representing Germany as a whole – aloof from actual politics or the running of the government

THE BUNDESTAG

The Bundestag is elected by the people every four years. The Bundespräsident nominates a candidate for the position of Chancellor, who is then elected by the Bundestag (always the head of the ruling party or coalition.) Any representative in the Bundestag or Bundesrat, or (as is most often the case) the Bundesregierung (executive branch or administration) may propose legislation, which is then debated in the Bundestag (first and second reading.) Most of the real work of reviewing and discussing legislation is done in the standing committees (consisting of 13–33 members from different parties). When a vote is taken in the full session of the Bundestag, each member votes according to her/his conscience. Legislation that affects the federal states must be approved also by the Bundesrat. The President of the Bundestag ranks second in the hierarchy after the Bundespräsident.

THE BUNDESRAT

The Bundesrat is the second chamber of the parliament. It represents the federal states. Its membership is not elected by direct national vote, but delegated by the state governments. Depending on its population, each state sends three to six representatives to the Bundesrat. The Bundesrat presently consists of 69 members. The president of the Bundesrat, who acts as the federal president's deputy, is one of the prime ministers of the federal states (or the mayors of the city-states of Berlin, Hamburg, and Bremen), who serves in this capacity in rotation, holding the office for one year. Therefore, the prime minister of any one state becomes President of the Bundesrat once every 16 years (there are 16 states.) The Bundesrat has an important function in the legislative process. The Bundesrat's consent is required for constitutional amendments and for federal legislation which directly affects state affairs. On other issues, the Bundesrat may enter an objection to a law passed by the Bundestag, but its objection may be overridden by a majority of Bundestag members. If the Bundestag and the Bundesrat fail to agree, the Joint Committee – which consists of members of both houses – is asked to consider the matter. In most cases this committee has managed to work out a compromise. In case no compromise is reached, the legislation is set aside. The balance of political forces in the Bundesrat changes if the majority party in a federal state loses the next state election. Therefore the case can arise where the majority party in the Bundestag and the Bundesrat are different. The President of the Bundesrat stands in for the Federal President when she/he is absent.

HANDOUT 5.3.1 (CONTINUED)

GOVERNMENT STRUCTURE AND POLITICAL PARTIES IN GERMANY

THE BUNDESPRÄSIDENT

The Federal President is the head of state. He represents Germany in international affairs, concluding treaties with other countries and receiving the credentials of foreign ambassadors and envoys, and cultivating the image of Germany in the rest of the world. He formally appoints and dismisses federal civil servants, federal judges, and officers of the federal Armed Forces. His freedom of decision is limited since his directives and orders require the countersignature of the Federal Chancellor or the appropriate Federal Minister. The political powers of the Federal President are described in the Basic Law (constitution). The idea of the drafters of the Basic Law was to have a head of state with severely limited powers to avoid the mistakes of the past. The Federal President has no direct influence on other constitutional bodies. He/she remains apart from party politics. A law comes into effect when it is signed by the Federal President. The Federal President is not directly elected by the people. He/she is elected by a majority vote of a special assembly called the Bundesversammlung, which meets every five years just for this purpose and consists of the members of the Bundestag and an equal number of representatives of the state legislatures. The Federal President serves for five years.

THE BUNDESREGIERUNG

The German Federal Government, the "Cabinet", is made up of the Federal Chancellor and the Federal Ministers. The Chancellor presides over the Federal Cabinet. He/she selects the ministers and makes proposals that are binding on the Federal President for their appointment or dismissal. The Chancellor also decides the number of ministers and their portfolios. He/she lays down the government policy guidelines. In accordance with these guidelines the Federal Ministers manage their portfolios independently and on their own responsibility. In the course of day-to-day politics, the Chancellor must also have regard for agreements with partners in the government coalition. Not without reason is Germany's system of government termed a "chancellorship democracy." The Federal Chancellor is the only cabinet member elected by parliament, and he/she alone is answerable to it.

GERMAN POLITICAL PARTIES

CDU/CSU: The CDU (Christian Democratic Union) was founded in 1945 and is Germany's main conservative party as well as the largest. The CDU is rooted from the Center Party, a Catholic political party founded in 1870. In October of 1990 the West German CDU and the East German CDU merged. The CDU does not exist in the state of Bavaria. Its sister party, with which it is allied, is called the CSU (Christian Social Union) and is the only state party. In the Bundestag the two sister parties form one joint parliamentary CDU/CSU block, but although they are similar, the parties are often at odds on political issues.

SPD: The SPD is one of the two major contemporary parties in Germany. The tradition of the SPD (Social Democratic Party) goes back to the 19th century (founded 1875) and was one of the first Marxist-influenced parties in the world. The SPD is a re-creation of the former mainly labor-oriented party of the same name which the Hitler regime outlawed in 1933, and traditionally represents the interests of the working class. In September of 1990 the east and west branches of the party merged.

HANDOUT 5.3.1 (CONTINUED)

GOVERNMENT STRUCTURE AND POLITICAL PARTIES IN GERMANY

FDP: The FDP (Free Democratic Party) was founded in 1948 and is a pro-business party that promotes free market economy, civil liberties, human rights and individual liberty. It has served as a junior partner in coalitions with both the strong CDU/CSU and SPD and been in the federal government longer than any other political party.

DIE GRÜNEN: Die Grünen (The Green Party) was formed when Bündnis 90, an eastern German grassroots movement, merged with The Greens, a western German party. The Greens evolved from citizens' initiatives and the environmental movement; they formally established themselves as a party in 1980. The Greens were formed out of pacifism and environmental activism and while in government with the SPD, pushed through nuclear power phase-out and enacted laws easing immigration and same-sex marriage.

DIE LINKE: Die Linke (The Left Party) is the result of a merger in 2007 of the PDS (Party of Democratic Socialism- founded in February 1990 in East Berlin, as the successor to East Germany's Party of Socialist Unity (Sozialistische Einheitspartei Deutschlands, SED) and WASG, a group of trade unionists. As a democratic socialist political party, The Left (Die Linke) is the most left-wing party of the five represented in the Bundestag.

SOURCES:

Der Spiegel. (2009). A Quick Guide to Germany's Political Parties. Retrieved September 2012 from <http://www.spiegel.de/international/germany/where-do-they-stand-a-quick-guide-to-germany-s-political-parties-a-651388.html>

Wikipedia. (n.d.). *List of political parties in Germany*. Retrieved January 2012 from http://en.wikipedia.org/wiki/List_of_political_parties_in_Germany.

NEWS FROM TOP FELLOWS

Ann T. Ackerman, 2006, NH, has had a busy year of research and writing. Ann coauthored an article to appear in *The Young Learner* (Sept/Oct 2012), participated as a researcher with the national survey "On the Status of Social Studies" and was appointed by NH Governor Lynch to the NH State Rehabilitation Advisory Council.

Debra Ballweg, 2009, WI, and her husband spent their 35th wedding anniversary in Europe visiting friends in The Netherlands and Germany. They then traveled to Spain for a week of exploring villages along the Mediterranean Sea. An interesting side trip took them to Tangier, Morocco where Debra observed a culture so different from her own. This trip was a true learning experience for her—one that she can share with her students. In addition, Debra and her husband, Sid, now have three grandchildren (all boys).

Tom Bittner, 2008, 2012, NY, has recently worked on two New York State Education Department committees to develop the State's Regents Examination in Global History & Geography. In March, Tom served on the Final Eyes Committee, which provided the finishing touches for the June 2012 Exam. In August, he served as a Table Leader for the Rangefinding Committee; this group is charged with developing accurate rating guides, and the rationale for those scores, for essay responses on State Exams.

Matthew Bundy, 2010, ID, participated in U.S. Department of State sponsored "Teachers for Global Classrooms" program. The program included teaching high school in Mariupol, Ukraine and lecturing in the Law and Economics Department at Mariupol State University.

Keith Chu, 2006, NJ, was promoted to Associate Professor and is currently serving his third term as history department chair at Bergen Community College. He was selected as a Summer Scholar for National Endowment for the Humanities Landmarks of American History Program in Concord, Massachusetts: Transcendentalism in Antebellum America, 2011 and is looking forward to returning to historic Germany soon!

Tracy Cobden, 2008, MO, is the past President of the Missouri Council for the Social Studies this year. Tracy is active as a member of the Kansas City Federal Reserve Economic Educators Advisory Council, as well as an active member of the Isak Federman Holocaust Teaching Cadre. She is starting her 15th year of teaching and working on her second master's degree (in History).

Thomas Coen, 2007, VA, earned his 2nd masters (this one in Political Science) from American Military University and is an Adjunct Professor at Germanna Community College in Virginia.

Kelly Coleman, 2011, IA, was one of 30 social studies teachers selected by C-SPAN for their educators' conference in Washington D.C. in summer 2012 to learn more about how to incorporate C-SPAN into her curriculum. While in D.C., she met up with 2011 TOP Fellow, Ellen Resnek from Pennsylvania, and toured around D.C. together!

Linda Doherty, 2008, VA, presented a workshop on teaching about wind energy at the Virginia Children's Engineering Convention in February 2012, in collaboration with Remy Pangle of the Virginia Center for Wind Energy at JMU. This was a hands-on workshop in which groups of teachers designed, built, and tested wind turbine blades on a model wind turbine. Linda has presented this unit in an elementary gifted program in Rockingham County, Virginia, each year since her TOP experience.

Jim Feldman, 2009, MI, TOP Fellow of the Year 2011, Group Leader 2012, MI, will be hosting a group of German students from Sibylla Merian Gymnasium in Meinersen, Lower Saxony with his school, Lake Shore High School (St. Clair Shores, MI).

Gladys Fox, 2007, WA, was the 2011-2012 school year recipient of a Century Link Teachers and Technology Grant. She used the money from the grant to purchase iPads for a project with students in an English Language Learner class. Throughout the year the students used the iPads to work on increasing reading fluency and creating ePubs about their family's immigration experience. She wrote about the project on her blog, iPad Quest: www.ipadquest.blogspot.com

Tom Glaser, 2008, FL, received the International Society for the Social Studies Outstanding Teacher Award in 2010, as well as the 2010 Gilder-Lehrman Institute Preserve American History Teacher of the Year for Florida. He was a participant in the Gilder-Lehrman Summer Seminar for Teachers, 'The Global Cold War', at the University of Cambridge, England in summer 2010 and was also a Coe Fellow to "Revolutions in American Life," at Stanford University in July 2011. In 2012 Tom was a TEACH Fellow of the Bilateral U.S. - Arab Chamber of Commerce to Bahrain and Qatar and also received the 2012 Paul Hanson Award for Service to Social Studies Education from the Miami-Dade Council for the Social Studies.

Rusty Godfrey, 2012, SC, attended the NEH Workshop in June 2012 on 1850s/60s Kansas-Missouri Border Wars. Rusty also received the Outstanding American History Teacher award from the National Society of the Daughters of American Revolution in June 2012.

THE LATEST UPDATES FROM PAST STUDY TOUR PARTICIPANTS

Susan Gogue, 2004, WI, revisited Berlin again to rediscover the magnificent places on her 2004 TOP tour, including the Brandenburg Gate and the Reichstag. On this visit, Susan and her husband also experienced new places including the Olympiastadion, DDR Museum, Fernsehturm, Jüdisches Museum Berlin, Memorial to the Murdered Jews of Europe, Checkpoint Charlie Museum, and the Topography of Terror Documentation Center.

David Goldberg, 2010, NY, recently earned his Ph.D. at Columbia University. David's research focused on Holocaust Education, specifically looking at how American teachers can best be prepared to teach about the Holocaust.

John Gunnell, 2007, WI, was recently named Principal at Jack Young Middle School in Baraboo, Wisconsin.

Joseph Iannacone, 2005, NY, took part in the Gilder-Lehrman Institute Summer Fellowship at Clare College, Cambridge University in summer 2012. He spent two weeks studying the American Civil Rights Movement and also had two weeks to explore the English countryside.

Jason Jeandell, 2005, DE, recently became a certified teacher with the New Tech Network and a lead teacher at Delaware New Tech Academy teaching Economics through Project Based Learning. He and his wife also welcomed their 3rd child, Thomas Matthew Jeandell II, who suffered through a difficult breathing problem in the hospital for a month but miraculously recovered and is happy at home!

Jennifer Jolley, 2004, Group Leader 2007, 2010, FL, received the "Civic Voices International Fellowship to Mongolia" in March 2012. The focus of this 9-day program was civic education. Jen met with Mongolia teachers and students, toured schools, and taught a lesson on American government. She explored cultural sites and learned about Mongolia's history. Like Germany, Mongolia in 1989, successfully led a democracy movement. Today, Mongolia's schools teach civic education, democratic principles, and participation in government. It was an amazing experience!

Jonathan Keiler, 2009, MD, self-published a novel called *Upfall* (available on Amazon.com).

Wendy Lockard, 2008, FL, traveled together with group of Catholic school educators from 10 states across the country, to the Holy Land in July 2012 on an Anti-Defamation League (ADL) mission that aims to provide an advance course of study on anti-Semitism, the Holocaust and Catholic-Jewish relations. The teachers participated in the nationally acclaimed ADL Bearing Witness Advanced™ program in Israel. The mission addresses the historical relationship between the Jewish and Catholic communities and the impact of that relationship on Catholic teaching, catechesis and liturgy.

K. Shawna Morgan, 2011, FL, received the Teacher of the Year Award at Nova High School 2011-2012, the NCGE "Distinguished Teaching Achievement" award 2011-2012, a Civic Voices Fellowship in Birmingham, AL in fall 2011, and participated in the Association of American Geographers' "Internationalizing Geography Education: A Focus on India and South Asia" workshop in Bangalore, India in March 2012.

Mark Nadobny, 2011, SC, was recently awarded a two-week study tour scholarship to study in China and South Korea with the National Consortium for Teaching about Asia "NCTA". He traveled to Asia June 2012 and had a wonderful time.

Scott Noet, 2006, Fellow of the Year 2009, Group Leader 2010, MN, attended a five-week National Endowment for the Humanities Summer Institute to study the people, history and culture of South Africa in 2012.

Chris O'Brien, 2010, AZ, was awarded the George Washington Honor Medal from the Freedoms Foundations at Valley Forge in fall 2011 for 'his efforts inside and outside of the classroom at Mountain Ridge High School especially in regards to the Interact Community Service Club'. In November 2011 he was named a PAUL HARRIS FELLOW by the Rotary Foundation of Rotary International and in June 2012 Chris was a participant in the National Endowment for the Humanities five-week Summer Institute for school teachers in South Africa.

Vicki O'Neal, 2008, KS, was asked to be part of the Smithsonian SHOUT Advisory Committee, an environmental education program. In December 2011 Vicki became a grandmother again to adorable twin granddaughters, Emery and Kinley, who join older sister, Chloe. Finally, on June 2nd, 2012 Vicki was inducted as a member of the 2012 class of the Kansas Teacher Hall of Fame and is humbled and honored to be part of this select group. Nine teachers were chosen from across the state and it was a wonderful way to celebrate her 40th year of teaching second grade.

(Continued on page 22)

Siggi Piwek, 2009, WI, presented a number of workshops at the 2012 Central States Conference of Teachers of Foreign Languages (CSCTFL). In April, Siggi gave a workshop on children's literature at the Rilke Schule in Anchorage, AK. The Wisconsin Chapter of the AATG recognized him in May with the 2012 Wisconsin-AATG Duden Award for outstanding effort and achievement in German instruction. Siggi participated in the Teacher Institute in Colonial Williamsburg in Virginia in June 2012, and in a week-long NEH workshop titled "Crossroads of the Revolution: Lexington and Concord" in August in Concord, MA. He is looking forward to having a student workbook for AP German published this fall, which he co-authored.

Sharon Powers, 2008, CT, put all of the great experiences she encountered to good use teaching Modern World History. She just retired after 30+ years of teaching. Sharon plans to travel more and hopefully return to Germany, where she experienced a wonderful country and people.

Mike Raymer, 2007, 2012, GA, was recently accepted to be a member of the 2012-2013 Georgia Education Policy Fellowship Program. This program connects potential educational leaders with one another to build the capacity for Georgia to raise the bar for student learning and achievement.

Ruby Smart, 2010, CA, was awarded a fellowship for the Gilder-Lehrman Workshop on the Civil Rights Movement at Cambridge University, Claire College, in the UK for the summer of 2012. She studied under the renowned Civil Rights Scholar at Claire College, Professor Anthony Badger. Ruby was also awarded an NEH Workshop Institute in San Diego in 2012.

Christopher Spaman, 2008, NJ, graduated from LaSalle University in Philadelphia, PA, in May 2012 with his MA in history. He also completed his MA thesis, which focuses on the straight-forward approach that German educators take in teaching the Holocaust to students. It is his belief that this approach is uniquely German and should be adopted by other countries when addressing historically sensitive topics in their nation's history.

Melinda Odom Staubs, 2008, 2012, AL, has been appointed to the National Council for the Social Studies (NCSS) Notable Trade Book Selection Committee. Dr. Staubs is also on the NCSS Conference Committee, which advises the NCSS Board of Directors on policies and other matters pertaining to the NCSS Annual Conference. In fall 2012, Dr. Staubs will be presenting two economics themed workshops, emphasizing how available curriculum can be adapted to fit the needs of state requirements.

Pam Su'a, 2008, UT, and Quinn Rollins, 2008, UT, spent their summer traveling through Utah, instructing teachers throughout the state on the new Common Core. Utah is one of the states adopting the new core and the hope is that secondary teachers will find it easy to adapt their instruction to integrate social studies with literacy.

Vonda Tabor, 2003, VA, traveled to Costa Rica during the summer of 2012. She observed the rain forest's flora and fauna in Manuel Antonio National Park, went snorkeling and sailing on the Pacific, and checked a few adventure activities, including canopy zip lining and white water rafting, off her "bucket list"!

Andi Webb, 2012, NC, was selected as Teacher of the Year for Alderman Road Elementary. She was also awarded the honor of North Carolina Elementary Social Studies Teacher of the Year for 2012 by the North Carolina Council for Social Studies.

RECENT WORKSHOP LEADERS: FALL 2011 & SPRING 2012

Agne, Melissa	Cicero, NY	Carr, Mary	Greenville, SC	Field, Catherine	Taylorsville, UT
Aleem, Sana	Houston, TX	Carter, Susan	Clayton, MO	Fitzhugh, William	Baltimore, MD
Alesci, Kathleen	Newark, NY	Casanova, Patricia	Tampa, FL	Forbes, John	St. Charles, MO
Allende, Veronica	Port St. Lucie, FL	Case, Katherine	Parkville, MD	Fradel, Joshua	Ocean City, MD
Aman, Jeffrey	Minneapolis, MN	Caughman, Monti	Columbia, SC	Gibson, Lisa	Portsmouth, VA
Anderson, Amber	Salt Lake City, UT	Chabassol, Robert	Westville, NS	Ginn, Michelle	Palm City, FL
Anderson, Deborah	Oakland, NE	Christian, Julia	Sacramento, CA	Godfrey, Jerry	Greenville, SC
Anderson, Glenn	Winter Park, FL	Chu, Keith	Paramus, NJ	Gorton, Wendy	New York, NY
Ardaya, Carlos	Miami, FL	Coleman, Kelly	Johnston, IA	Graves, Kelley	Chesapeake, VA
Beaver, Brock	Goose Creek, SC	Cornelius, Judy	Bedford, NS (CA)	Gray, Tara	Bellevue, WA
Berndt, Holly	Friendswood, TX	Cotter, Linda	Columbus, OH	Griffiths, Christopher	Eagle Mountain, UT
Bittner, Thomas	North Collins, NY	Cottrell, Kim	Dahlonega, GA	Haeussler, Patricia	Bradenton, FL
Bizjak, Gerald	Albert Lea, MN	Crabbe, Peter	Silver Spring, MD	Hagedorn, Alan	Greenwood, IN
Blair, Melissa	Wilmington, DE	D'Acosta, James	Fairfield, CT	Hall, Jona	Marietta, OH
Boyle, Joan	La Jollam, CA	Damasio, Bruce	Towson, MD	Hargrove, Brenda	Tarboro, NC
Brice, Jared	Strasburg, VA	Devaney, Kate	Houston, TX	Hatcher, Amanda	Stone Mountain, GA
Brooks, Bartlet	Wheaton, MD	Dickler, Paul	Blackwood, NJ	Hendrick, Craig	Indianapolis, IN
Buchanan, Andrew	Sparta, NJ	Dickson, Jessica	Jenks, OK	Hendrick, Harmony	Bowling Green, KY
Buchanan, Jennifer	Kansas City, MO	Dietrich, Arthur	Arlington, VA	Henssler, Diane	East Earl, PA
Bundy, Matthew	Mountain Home, ID	Edmondson, Kenneth	Ocala, FL	Hester, Deborah	Huntsville, AL
Burnham, Barbara	Essex, VT	Edwards, Patti	Meridian, MS	Howard, Pamela	Monument, CO
Burton, David	The Village, OK	Ellam, Shagufta	Austin, TX	Howland, Amy	Hyde Park, MA
Burton, Lee Anne	Fairmont, WV	Erb, Elise	Mesa, AZ	Hubbard, Janie	Tuscaloosa, AL
Campbell, Mark	Wilmington, NC	Eshelman, Nicole	Lancaster, PA	Jackson, Anita	Halifax, NS (CA)
Campbell, Stephanie	Anchorage, AK	Feldman, James	St. Clair Shores, MI	Jones, Kyle	Baraboo, WI
Cannon, Chris	Jacksonville, NC	Fernandes, Melissa	Oakville, ON (CA)	Kaliszewski, Paul	Bloomfield Hills, MI

WHY LEAD A TOP WORKSHOP?

The Transatlantic Outreach Program has been providing teaching materials to Social Studies educators since 2002. Our instruction manuals as well as maps, the “Field Trip to Berlin” DVD, and more, are available **free-of-charge** to in-service workshop leaders.

Whether you are an experienced teacher-trainer or want to conduct an in-service workshop for the first time, there are many reasons to lead a “modern Germany” workshop with TOP teaching materials. For starters, if you are already familiar with our teaching materials, then leading a workshop is the easiest way to obtain copies for your colleagues. Becoming an active workshop leader within your school or district is one way to advance your career as an educator beyond the classroom. Workshop leaders can also gain exposure on the state, regional, and national levels through various educator conferences. Finally, becoming a workshop leader will enhance your application should you apply for a TOP study tour to Germany. For more information about our study tours, turn to page 26.

TO SUBMIT A MATERIALS ORDER REQUEST, FOLLOW THESE 5 EASY STEPS:

1. Visit the TOP website at **WWW.GOETHE.DE/TOP**.
2. Click **WORKSHOPS** from the main menu.
3. Click on the **ONLINE MATERIALS REQUEST FORM**.
4. Complete the form keeping your desired **WORKSHOP DATE** and **AUDIENCE** in mind.
5. Provide delivery **ADDRESS** information & **SUBMIT!**

PLEASE NOTE: YOU WILL RECEIVE ORDER CONFIRMATION & ADDITIONAL INSTRUCTIONS APPROXIMATELY 2-3 WEEKS PRIOR TO YOUR DESIRED WORKSHOP DATE!



RECENT WORKSHOP LEADERS: CONTINUED

Kappelhoff, David
 Karis, Kristi
 Kelley, Jamie
 Kelsey-Zibert, Anne
 Krug, Lynne
 Laing, David
 Lang, Diane
 Larue, Christine
 Lenihan, Thomas
 Long, Gary
 Mack, Paul
 Maloley, Karen
 Margetson, Kristen
 Mathews, Elizabeth
 Matthews, Mark
 McCullagh, Mary
 McDonald, Jan
 Melson, Dean
 Meyer, Anna
 Minchin, Deborah
 Morgan, Kendra
 Mulford-Phillips, Samantha
 Noet, Scott
 Odom Staubs, Melinda
 Page, James
 Penry, Michelle

Lino Lakes, MN
 Muskegon, MI
 St. Louis, MO
 Greenville, SC
 Strongsville, OH
 Ottawa, ON (CA)
 Overbrook, KS
 Elgin, IL
 Falls Church, VA
 Austin, TX
 Saint Louis, MO
 Richmond, KY
 Naperville, IL
 Larkspur, CA
 Carmel, IN
 Plantation, FL
 Eldridge, IA
 Niagara Falls, NY
 Hopewell, VA
 New Rochelle, NY
 Davie, FL
 Mayfield, NY
 Lake Mills, IA
 Jacksonville, AL
 Milton, MA
 Copiague, NY

Poole, Mary Beth
 Presley, Joseph
 Price, Ann
 Raymer, Mike
 Reeder, Susan
 Resnek, Ellen
 Resor, Cynthia
 Reynolds, Annette
 Reynolds, Nancy
 Roberts, Lesa
 Roger, Tetyana
 Salagovic, Bryan
 Santiago, Carmen
 Schamberger, Sarina
 Schamis, Ivy
 Schmidt, David
 Schultz, Kim
 Scott, Gina
 Segal, Sarah
 Seagraves, Gregory
 Siembor, Thomas
 Sierra, Wendy
 Smart, Ruby
 Smith, Concetta
 Snell, Rachel
 Snyder, Canada

Emerald Isle, NC
 Alexandria, VA
 Goldsboro, NC
 Atlanta, GA
 Athens, GA
 Morgantown, PA
 Richmond, KY
 Vernal, UT
 Rancho Palos Verdes, CA
 Birmingham, AL
 Tulsa, OK
 Colorado Springs, CO
 Miami, FL
 Rochester, NY
 Parkland, FL
 Delta Junction, AK
 Bismarck, ND
 Mt. Pleasant, SC
 Portland, OR
 St. Louis, MO
 Fairport, NY
 Georgetown, TX
 San Leandro, CA
 Ballston Lake, NY
 Pinconning, MI
 Des Moines, IA

Sponaugle, Erin
 Swartz, Laura
 Swiger, Lynette
 Taylor, Kristin
 Thibaut, Melissa
 Thomas-Brown, Karen
 Thompson, Laura
 Toth, Sheila
 Tutterow, Lynn
 Vanhaverbeke, Julia
 Venters, Melissa
 Walker, Jamie
 Walton, Andrea
 Webb, Andi
 Weber, Lee
 Woelflein, Laura
 Wolin, Alison
 Woody, Barbara
 Wooster, Elaine
 Youngblood, Joyce
 Zlotowitz, Debra

Hedgesville, WV
 Colorado Springs, CO
 Monongah, WV
 Plano, TX
 Houston, TX
 Dearborn, MI
 Wolfville, NS (CA)
 Barrackville, WV
 Mocksville, NC
 St. Francisville, LA
 Mount Pleasant, SC
 Springdale, AR
 Hollister, CA
 Hope Mills, NC
 Cedar Falls, IA
 Thomaston, CT
 Oceanside, NY
 Venice, FL
 Victoria, BC (CA)
 Gulfport, MS
 Brooklyn, NY

GERMANY STUDY TOUR: FAQ!

1. AM I ELIGIBLE TO APPLY?

Eligible applicants include the following from the United States and Canada: Social Studies teachers (grades K-12), Social Studies methods professors, curriculum coordinators, principals/assistant principals and applicable States' Department of Education employees.

2. HOW DO I APPLY?

Visit the Study Tours > Application & FAQ section of our website, www.goethe.de/top.

3. WHEN IS THE APPLICATION DEADLINE? HOW LONG MUST I WAIT TO BE NOTIFIED?

The deadline is February 1, 2013. Application packets must be **postmarked** on or before this date. Notification letters will be mailed by April 1.

4. HOW MUCH DOES IT COST?

TOP pays for most expenses through the support of its partners. TOP pays for most domestic and international transportation fees, hotel accommodation fees, two meals per day while abroad (usually breakfast and dinner), and any mandatory study tour related fees, such as museum entry fees, bicycle rental fees, etc.

- TOP pays neither for domestic nor for international airline baggage fees if incurred.
- TOP does not pay for passport/visa renewal fees.
- TOP does not pay for expenses incurred during free time.
- TOP does not pay for incidental hotel costs, including but not limited to long-distance telephone service, Internet service (WiFi), Pay-Per-View, laundry service, mini bar, etc.

Each participant will be provided with her or his own hotel room.

A refundable deposit is required upon acceptance. The deposit amount for 2013 participants is \$350.00 USD.

Deposit refund depends on the successful completion of the items listed in **question 8** of this FAQ.

5. WHEN DO THE STUDY TOURS TAKE PLACE?

The study tours are two weeks in length and take place during the summer months. The specific tour dates are listed at the top of the application form. Applicants are encouraged to select as many of the applicable dates as possible.

6. IS KNOWLEDGE OF THE GERMAN LANGUAGE A REQUIREMENT?

Since TOP caters to American and Canadian educators of Social Studies, knowledge of the German language is NOT a requirement. German language educators wanting to travel to Germany are encouraged to contact their nearest Goethe-Institut for scholarship opportunities. (Please visit www.goethe.de/usa or www.goethe.de/canada.)

7. HOW CAN I IMPROVE MY CHANCES OF BEING SELECTED?

While not a specific requirement, applicants with documented workshop leadership experience are preferred. We ask that appli-

cants document the workshops they have led on the resume (CV) portion of their application form.

Applicants who lead a "TOP" workshop with TOP teaching materials between May 1, 2012 and the application deadline will receive additional preferential treatment. (Those interested in leading a TOP workshop may request materials at no charge. Refer to page 25 of this newsletter for more information.) Such workshop leaders must return their completed attendee forms to receive credit for their workshop.

The application review committee reads applicants' essays very carefully. Have someone proof read your essay before submission. It is recommended that you reference current events in your first essay. It is also recommended that you be as thorough as possible when describing how you will follow through with your post-tour responsibilities in the second essay.

8. WHAT IS THE CATCH?

This is a study tour. In fact, there is not much free time during the two weeks abroad. We ask that all participants come willing to engage, to learn, and to be able to absorb a lot of information during a fun, yet mentally and sometimes physically intense two weeks in Germany.

Upon returning from Germany, each participant is required to 1) write a "unit of learning" consisting of one or more lessons and 2) conduct one TOP workshop at the local, district, state, regional, or national level by May 1, 2014. The "unit" may consist of any "Germany-related" lessons of your choosing.

Those participants who conduct a workshop as part of their study tour application (refer to question #7) must still complete one workshop following their return from Germany.

9. JUST HOW "PHYSICALLY INTENSE" ARE THE STUDY TOURS?

While groups travel long distances by plane, train, or bus, participants must often walk distances of several miles per day; for example, from a train station to a hotel or between scheduled events. Punctuality is paramount, so walking rather briskly is sometimes necessary.

Participants must also be responsible for their luggage at all times. This can be especially challenging when embarking/disembarking trains. Elevators and escalators are also not omnipresent, so navigating stairways with luggage can be problematic for even the most experienced travelers. In addition to walking, groups often take at least one (optional) bicycle tour. Alternative arrangements will be made for participants with disabilities.

The fickle nature of summer weather in Germany can pose unique challenges.

10. WHAT WILL THE TRAVEL ITINERARY LOOK LIKE?

The emphasis will be on modern German issues, relating especially to the political system, economy, culture, education, and environmental sustainability. Additional themes of note include the legacy of the Holocaust, German unification, and European integration.

ALL ABOUT TOP

Dear Educator,

The "TOP TEAM" would like to thank you for taking interest in the Transatlantic Outreach Program. We know your time is precious, and we hope you have enjoyed the latest edition of our newsletter.

Whether you are one of our experienced Fellows or learning about us for the first time, we hope you have found something in this newsletter that will encourage you to build a professional relationship with TOP.

The articles contained herein were written by educators just like you, who only a short time ago had never heard about the opportunities available to them through our program. Should you decide that your classroom is ready to "span continents," be it through the use of specific teaching materials, leading workshops, going on a study tour, or engaging in any type of student exchange with teddy bears, video conferencing, or otherwise, then we hope you will strongly consider the Transatlantic Outreach Program as a partner on your Journey.

Through the production of our teaching materials, the sponsorship of in-service teacher training workshops, and by organizing study tours, TOP was founded as a unique public/private partnership to encourage cross-cultural dialogue and to provide you and your students with global understanding.

One of the first questions many people ask us is, *Why Germany?*

Well, for one, many Americans have German ancestry. Germany is home to one of the world's largest economies by GDP and is one of the world's leading exporters. Germany is a prime mover in European integration and was a founding member of the European Union. Germany is an immigrant nation, bordered by more countries than any other in Europe. Germany is a global leader in environmental protection and "green" technologies. Germany and the USA are important international partners that share common problems and must work together to find common solutions.

Finally, promoting dialogue between countries and cultures is the cornerstone of German foreign educational and cultural policy. It is about actively building bridges between peoples in an effort to foster greater understanding and enable nations to be viewed in their cultural and historical contexts.

If you are ready to learn more about what TOP has to offer you and your students, then we invite you to visit our website, send us an email, or even "like" us on Facebook! We look forward to your questions and we look forward to receiving your study tour application soon!

Sincerely,

The TOP Team

FACTS ABOUT TOP

Main Office Location:

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Washington, DC 20001

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top@washington.goethe.org
(202) 289-1200

Public Partners:

German Federal Foreign Office
Goethe-Institut

Private Partners:

Deutsche Bank
Robert Bosch Stiftung

President of the Board:

German Ambassador to the USA

Program Staff

Director: Klaus Brodersen
Coordinator: Wood Powell
Asst. Coordinator: Sarah Yabroff

Teaching Materials Distributed:

20,000 (2011 Only)

Workshops Sponsored:

355 (2011 Only)

Number of TOP Fellows to Date:

955 (2002-2012)

Materials Online/TOP Website:

K-12 Instructional Manuals
Multimedia Games
TOP Fellow Lessons
"Green" Education Workbooks
"Germans in America" Lessons

TOP on Facebook:

www.facebook.com/GoetheTOP

TRANSATLANTIC OUTREACH PROGRAM
A PUBLIC / PRIVATE PARTNERSHIP for North American Social Studies Educators



Deutsche Bank



Robert Bosch **Stiftung**

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