

# MODERN Germany UPDATE

THE OFFICIAL NEWSLETTER OF THE TRANSATLANTIC OUTREACH PROGRAM



## **EDUCATION.**

Discover the latest TOP materials for the social studies classroom.

## **DIALOGUE.**

New TOP tools for professional development workshop leaders.

## **EXPERIENCE.**

Learn how to apply for study tours to Germany.



**COVER PHOTO**

Two TOP study tour participants walk the “Path of Hope” (*Weg der Hoffnung*). Located within the former so-called “death strip” that separated West and East Germany, the Path of Hope was created to commemorate the resistance against the Communist dictatorships in Central and Eastern Europe.



**ABOVE**

Group photo in the “death strip” near the U.S. Army Point Alpha camp (left tower). East German guards monitored the Americans from the right tower. Once fortified with fences, attack dogs and mine fields, the area is now a monument and museum. Visit [www.pointalpha.com](http://www.pointalpha.com) for information.

## DIRECTOR'S LETTER



Greetings from the TOP HQ in Washington, DC! Perhaps you received this newsletter by mail? Perhaps from a conference booth or at a workshop? Perhaps you're reading it online on our website? We hope that the pages herein will encourage you to explore how TOP, through its teaching materials, professional development workshops, and study tours can benefit your students.

The year 2013 began with good news from SIEMENS that it would become the fifth partner of the Transatlantic Outreach Program. Without the support and encouragement of our public and private partners, which also include the Federal Foreign Office of Germany, the Goethe-Institut, Deutsche Bank, and the Robert Bosch Stiftung, TOP would be unable to serve educators with complimentary teaching materials, workshops, and study tours to Germany. The addition of SIEMENS as a partner this year has helped TOP take new strides in regards to public relations and teacher training initiatives as well as offer an unprecedented seventh study tour to Germany. TOP invited the chancellor of D.C. public schools, three college presidents, a representative of the U.S. Department of Education, and several others on a unique tour to examine Germany's vocational education training system.

In addition to these highlights, a large focus of our efforts this year has been to finalize and print our latest instructional strategy guides. We are pleased to announce that both the *Let's Explore Modern Germany* and the *Germany In Focus* guides have been shipping to educators and workshop leaders since mid-October. We also have a professional development *TOP Toolkit* in the works that will assist classroom teachers and workshop leaders on how to best implement these new instructional strategies. To learn more about these guides, turn to page 25 of this newsletter.

As the TOP Team looks forward to 2014, we are already in the planning stages of our summer study tours. We also hope to engage in several cross-curricular projects as part of what we're calling the **TOP+** initiative where we'll explore the potential of TOP teaching materials with STEM, German as a Foreign Language, and Financial Literacy education.

Thanks for reading!

-Klaus Brodersen, Director

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## CONTACT TOP

**On the Web:**  
[www.goethe.de/top](http://www.goethe.de/top)

**By E-mail:**  
[top@washington.goethe.org](mailto:top@washington.goethe.org)

**By Phone:**  
(202) 289-1200

**By Postal Mail:**  
TOP  
Goethe-Institut Washington  
812 7th Street NW  
Washington, DC 20001

 /GoetheTOP

### THE DC TOP TEAM

Program Coordinator:  
**Sarah Yabroff**

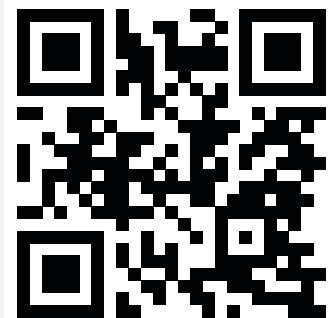
Program Director:  
**Klaus Brodersen**

Program Manager:  
**Wood Powell**

## NAVIGATING THIS NEWSLETTER WITH QR CODES

The **Quick Response Code** is an advanced type of barcode that is being used in many places these days like on advertisements, on movie posters, in the new TOP instructional strategy guides and even in this newsletter.

Use your favorite smartphone app like **QR Reader** for iPhone or **QR Droid** for Android to see where the QR Codes in this newsletter can take you.



# Global Connection:

Opening Our Hearts, Minds & Classrooms to the World

It is difficult to put into words the transformative experience of traveling to Germany with TOP. My teaching has been enriched, but really it extends to the very core of my life. I have developed lasting friendships and been given the gift of sharing with those friends my accomplishments and challenges.

I was chosen to participate in 2011, traveling with the sixth group. It was evident from our first meeting that these individuals were amazing educators. As we explored Germany, visiting classrooms, historic sites and delving into Modern Germany, a bond was formed that would extend into my classroom and heart.



Photos provided by Ellen.  
Above: Ms. Bitzenbauer & Ellen  
Right: Ellen & Husband

I continue to correspond regularly with many of my TOP friends and a few of us have been fortunate to reconnect in person over the past two years in all sorts of places: France, Washington, DC and New York City. At the 2011 TOP NCSS Convention reception, a larger group of us enjoyed a mini-reunion where we shared the joys of being a part of TOP and the richness of the experience. Through e-mail, Skype, and travel we have shared our triumphs and tragedies. We have been able to collaborate on teaching strategies as well as share laughs and good times.

I returned to school in the fall of 2011 singing the praises of TOP, and sharing my experiences and resources with my district. Almost immediately, I was approached by our school's GAPP (German American Partnership Program) coordinator to become involved. I was asked to open my home to a teacher, Claudia Bitzenbauer, traveling with our sister school's students from the Theresien-Gymnasium, Munich. I jumped at the chance without even discussing it with my husband! Of course he was



on board and we had an amazing experience showing her around Philadelphia, Valley Forge and Washington, DC.

Ms. Bitzenbauer teaches both English and History and was involved daily in my colleagues' classes and my own. We co-taught classes and were able to utilize real world experiences to connect major themes with our student's lives. Our bond continued after a tearful farewell with an open invitation to visit often. We e-mailed regularly and continued to share stories as if we'd always been lifelong friends.

My husband and I saved, planned and returned to Europe this past summer, visiting both Italy and Germany and of course Ms. Bitzenbauer for four glorious days. We toured Munich like locals on borrowed bicycles. The views from the Olympic Tower were magnificent.

We traveled to Regensburg, one of Germany's oldest towns. It was relatively spared from Allied bombings during World War II. We walked through this wonderfully intact old city and explored many medieval structures. We also were humbled as we toured Dachau and walked in the footsteps of so many victims of the Nazi regime. The museum and monuments was a tearful reminder to never forget these dark moments in history and that we must work together toward a peaceful future.

These experiences have been transformative. I have grown as both a teacher and individual in ways that I never imagined. In my classroom I can share the joys of my experiences, and the power of place (being there) in teaching. I have the ability to explore my country and the historic riches it holds with my TOP friends. I now have a larger world that includes intercontinental friendships that enhance my teaching. My husband and I are planning to visit again in the summer, of 2014 when the Theresien-Gymnasium students are in session, so we can further explore a world that now seems closer.

*-Ellen Resnek  
2011 TOP Fellow*



# Global Insourcing:

TOP & Technology Help Two Teachers Bring Their Classrooms Together

In August 2012, I was fortunate to be selected as a TOP Fellow. While the entire study tour was beyond anything I could have expected, the day that has had the most lasting impact for me professionally occurred on our last day in Germany.

On August 10, 2012, my study tour group visited the F. F. Runge Gymnasium in Oranienburg. This is a bilingual school that houses students from the 7-12th grades in a new, energy efficient building. While there, we had the pleasure of being invited to observe some of the lessons that were being taught during the school's *first week* of classes.

At the end of the tour of the school, we had the opportunity to sit and speak with a few members of the school's faculty. One of the teachers, Mrs. Gabriele Rohde, asked those of us would interested in collaborating on lessons between our school and the F.F. Runge Gymnasium to leave our e-mail address before we left.

My post-Germany blues were alleviated immediately when I arrived home and saw Mrs. Rohde had already sent me an e-mail saying that one of

her colleagues was interested in connecting our classes! In the 2012-2013 school year, Mrs. Claudia Godomski and I connected our 8th grade classes via the educational social media website: [www.edmodo.com](http://www.edmodo.com).



*A note from U.S. students about birthday celebration traditions.*

What an enriching experience this became for both my students and for me! I remember the moment we were in the computer lab working on a project, when one of my students signed onto their Edmodo account and excitedly proclaimed, "The German students have written to us!" We took a break from the

project so my students could spend some time responding and we went on to spend the year discussing not only major U.S. events such as Hurricane Sandy and the Presidential Election, but on a more personal level, the students loved comparing aspects of modern-day culture. My students were impressed by the German students' mastery of the English language and were surprised to see that both cultures enjoyed similar tastes in music and television.

A great lesson for my students was when they posted questions to the German students about their parents' experience of living under communism and their memories of the fall of the Berlin Wall. I teach about both subjects every year, but nothing compares to learning about these subjects from the children of those whose parents lived through these eras of history.

Mrs. Godomski and I gave the students the opportunity to exchange packages. My students were excited to write to the German students and give them small trinkets that they felt represented their state and country, and we were all





so thrilled when our package from Germany arrived! We enjoyed snacking on Haribo gummy bears and Kinder chocolates while passing around the booklet Mrs. Godomski's class made for us that described traditions associated with various German holidays. They also sent us a travel brochure and pictures from their town.

When my new 8th graders arrived in September 2013, they asked if they would be able to communicate with German students as had the students from the previous year. I contacted Mrs. Rohde who is now the 8th grade teacher at F. F. Runge Gymnasium and was very excited when she said she was interested in collaborating this year. As I write this, I am checking Edmodo to see my students enthusiastically exchange introductions with their new friends from Germany. I am excited to see where this year's collaboration will lead us, and am grateful to TOP for this wonderful opportunity!

*-Elizabeth Mangione  
2012 TOP Fellow*





## The World is Round Like a Soccer Ball

Last summer, I had the opportunity to travel and be part of a great team; unfortunately it was not a soccer team but the TOP Team. However, it was the best trip of my life! It was truly amazing not only because it was my first time in Germany, nor because it changed my own personal pessimistic view of Germany since World War II and not because Germany turned out to be a very beautiful country, but because I traveled with the best team I have ever been a part of. We were the TOP team. A small group of 16 committed teachers from many different states but with the same common goal: To learn more about Germany's history, culture, their government and economic systems, and to enjoy the trip and help each other at all times while doing so.

From the start, we had the chemistry any team needs to be the very best. Once we arrived in Berlin, we immediately started helping each other. Although we didn't have tons of time to relax or to take a personal break, we didn't care because we could not wait to get to know the city. The first day we began our adventure with a boat tour of the city of Berlin. Then, on the second day, we continued visiting the most important sites such as the Bundestag, the Brandenburg Gate, the Memorial to the Sinti and Roma, the Memorial to the Murdered Jews of Europe, and even remnants of the Berlin Wall.

The next day, we continued with our visits to the most iconic places, while at the same time we began meeting very interesting people from all different walks of life: from professional writers to school teachers to city officials and community leaders. Immediately, we began compiling their experiences, learning from

their knowledge, and appreciating their love, dedication and interest to share this all with us.

During the first week in Berlin we also visited **Kreuzberg Tag**, a community center dedicated to preserving the history of culture and diversity in Berlin, which was my favorite place. At Kreuzberg Tag our guide began by playing a short documentary about the history of immigration to Berlin during the Guest Worker Period. Among the countries with a high immigration numbers of young kids to Germany are Iraq, Iran, Afghanistan, Greece, and now Turkey with the largest population.



Immediately after the short documentary, our guide explained some more about the history of Turkey's political and economic situation and the present Turkish immigration to Germany. As a German citizen with a Turkish migration background, our guide shared with us his own personal experience about how and why his family decided to immigrate to Berlin. Inside the center we had the opportunity to work in groups of two; our assignment was to use an iTouch to find specific iconic places located on very large floor map of the city of Berlin. It was one of the assignments I enjoyed the most, and I am planning to transfer it to my own classroom in Miami.

Immediately after our activity, our guide took us all on a walking tour throughout his own community. In this neighborhood we saw the largest refugee building in Berlin and walked around his migrant community to stop in front of the most iconic places to take pictures and to learn about the history. I could immediately re-

late the situation in his community to my own migrant community in Miami, and saw similarities between Turkish immigration to Germany and Latin American immigration to the United States. Finally, we finished the walking tour in a small Turkish restaurant. Not only was their food great, but it also tasted like Cuban food to me!

By learning at the center, listening to our guide's own personal experiences and by walking throughout his community, I was able to relate to the situation that many young children have when arriving to Berlin, without any money, family members and with a language barrier, to the situation many of my own students face at the school where I teach. It is also my student's reality as they are constantly arriving to Miami from many different Latin American countries. They are however carrying hopes and dreams for a better life. I think this is exactly what Germany and America have to offer all of us: a place to have a better life and an opportunity to find whatever we have lost.

From Berlin to Frankfurt, we visited four different cities and every single day we worked as a team visiting the museums, schools, memorials and parks. We even managed to ride our bicycles during the bicycle tour and maintain the same pace as the locals despite trying to take the most beautiful pictures anyone can expect.

In only two short weeks, I scored a goal in my life by learning a comprehensive history of Germany. The TOP experience was an impressive scholarly trip that contained just about all you will ever need to know to understand Germany's past, present, future and how it has become one of the most powerful European



countries and one of the most important economies within global industry today. It was an academic and cultural investment of a lifetime! Our next team goal is for all 16 of us to meet again in 2017 at the Goethe-Institut in Washington DC to continue the journey.

At the beginning of the summer I was afraid I wouldn't have enough time to play soccer and never expected such a positive experience. My summer started by meeting the TOP Team and my team of 16 teachers from all over the country at the Goethe-Institut in Washington DC. We immediately started talking about German soccer or "Bundesliga," debating which team was on top. Unexpectedly, my summer vacation also ended watching Argentinian soccer and talking about soccer at the Goethe-Institut in Buenos Aires, Argentina. The world is round like a soccer ball!

*-Carlos Ardaya  
2013 TOP Fellow*

## *The Berlin File*: Gangnam Style

The thrill of travel and gaining new insights into global education was provided to me through an invitation this spring to participate in a teacher fellowship with the Korea Society of New York. I jumped at the opportunity to explore a region of the globe that would be totally new and foreign to me. I have to admit, I have been somewhat Euro-centric over the years and I thought this would be the perfect opportunity to expand my horizons but as a TOP scholar, I am always looking for relationships between countries I visit and Germany. I was looking

forward to experiencing new cuisine, listening to and learning phrases in a non-Indo-European language and navigating my way around in a culture that did not use the Latin alphabet. Let me tell you, as a traveler, cognates are

a huge advantage! So, I was set for an all new cultural experience and I was not disappointed. Korea is fascinating! I started my research on Korea before my trip and even though I am not an expert on Asia, I found the history to be enlightening.

I am very interested in contemporary culture and what is going on in a country. So, for my research, I looked at movies, music, current events and books. To my surprise, the hit movie in Seoul during the winter and spring movie season of 2013 was a Korean movie named, *The Berlin File*! The movie takes place in Berlin and was shot primarily in the Korean language with German and English scenes as well. Needless to say, I was intrigued. Why would a Korean

movie be shot in Berlin? As I watched the movie trailer on YOUTUBE, it hit me. Korea is the remaining divided country of a bygone political era! This remaining story from the Cold War is playing out cinematically on what was the major stage of the Cold War for over four decades: the Berlin stage! Of course the film is fiction, but the real Korean situation continues to play itself out in the international media.

According to Hancinema, a website devoted to Korean cinema, here is the basic plot:

*A South Korean intelligence agent comes across an unidentifiable operative, a 'ghost,' while monitoring a North Korean weapons deal in Berlin. The South Korean goes after the North Korean to unveil his identity and gets himself embroiled in a vast international conspiracy.*

*In the meantime, another North Korean operative is dispatched to Berlin with a secret agenda to take control of the North Korean embassy. I am sure you can see where this is going and why I found it fascinating...*

This movie about a split Korea, with spies, intrigue and clashing foreign embassies reminded me of two great Cold War stories by John LeCarre. Namely, *The Spy Who Came in from the Cold* and *A Small Town in Germany*. Both are good reads about Germany in the 1960's. Korea and Germany are countries that were divided because of post-World War II super power political ideologies. As a result of these divisions, borders were set and decisions were



reached that would alter the lives of millions. These borders and decisions were based in large part on where the American, Soviet, and other Allied armies were located at the end of the conflicts in Europe and Japan. For most of us in our German studies, this is a situation that has mostly slipped into history. Germany is a united country and many Koreans are looking at Germany as a possible model for a united Korea. Even though the repercussions of Cold War events are felt even today in modern Germany, when we talk of a divided Germany, we are talking about a bygone era. There are still issues that remain from that period, but we no longer talk of the nation states of East Germany and West Germany. We simply talk about Germany.

In Germany, there are still Cold War reminders, but they are hopefully just memories. Is a trip to the present day DMZ (the Korean demilitarized zone at the 38th parallel) similar to a 1980's visit to the Berlin Wall? Both were the literal embodiment of an ideological division. The Berlin Wall was a potential military and political flashpoint. The DMZ is a currently a political flashpoint and a potential military flashpoint. Both were the focal points of discussion in foreign relations and relations within the country itself. Koreans view their country as one country being pulled apart by outside interests. Germany was in a similar position up through the fall of the Wall. With all the similarities and hopes for a united Korea, it seems the major difference between the split of Germany and the split of Korea is that the Germans did not engage in a brutal civil war. The effects of the Korean War are still felt in Korea and both North Korea and South Korea are taught in their history classrooms that the other side initiated the brutal conflict. As Social Science educators, the questions of what is taught in the classroom and how it is taught are of great importance in understanding the history of a country.

As I return from such trips, I ponder how to best share with my students the lessons that I learned. How can I share with them the feelings and ideas that come only from travel and experiencing a different culture? How do teachers convey the idea that being different is not necessarily better or worse, it is just different? Maybe simply posing the question helps. I think it does. I plan on using the most recent German election as a model for comparative government and how a multi-party system works. I am not sure about most of you, but I find the story of *Die Piraten Partei* (The Pirate Party) very intriguing. Could a group of young computer hackers (oops, experts) really be a major force in German politics? Other lessons will probe the intricacies of a parliamentary election and how coalitions are formed to select the German Chancellor. I will lead discussions about a split Korea and how Korean relations are still influenced through different ideas, historical views and super powers. A Germany/Korea divided country comparison will be a great way for students to relate today's events with those events and stories that have transpired on multiple continents for over six decades.

Stories seem to draw in my students. Stories embody the culture and ideas of the country they are from, but they also transcend the culture and hopefully bring us closer together in sharing ideas and emotion. As TOP educators, we have the opportunity to bring global experience into the classroom. We can draw on our trips to give students a glimpse into other cultures and ideas. I challenge all of us to continue to seek out opportunities to learn and become educators that understand the concept of a global community and share these ideas with our students.

-Matthew Bundy  
2010 TOP Fellow

# GOETHE TALKS TURKEY

*MERHABA! - HALLO! - NASILSINIZ? - WIE GEHT ES IHNEN?*



*- By Tom Bittner -  
2008 & 2012 TOP Fellow*

If you've been to the so-called Turkish Market in Berlin or the Grand Bazaar in Istanbul, there's a good chance you've heard these phrases—perhaps interchanged—while conducting business. Today, there are good reasons for that: Germany's largest ethnic minority is Turkish and Turkey is one of Germany's major trading partners. Historically, there are good reasons for that, too: the German states of the Hanseatic League—merchants from Saxony and Westphalia—traded in Constantinople a thousand years ago and, continuing through the Ottoman Imperial and modern Republican periods, the two States' histories have been intertwined. The story of these two peoples dates back, in fact, to a time before Germany and Turkey were nation-states, to a time when there were just German- and Turkish-speaking people.



Three TOP Fellows—Sarah Segal (2012), Kevin Witte (2010) and I (2008, '12)—had the opportunity to add to their knowledge of the historic and contemporary connections between Germany and Turkey when they traveled to Turkey this past summer. All three were participants in the NEH Summer Institute, “Istanbul Between East and West: Crossroads of History.” While some of what they discovered may be familiar to you, some of it may be surprising and some may be ironic.

Of a recognizable and contemporary nature, it may be illustrative to mention some ways in which Germany and Turkey differ. The most ob-

vious contrast seems to be in terms of roadways. In Germany, for example, traffic signs are to be obeyed; in Istanbul, they're more or less suggestions. In Germany, roads are shared by motorists and bicyclists; in Istanbul, the winding, narrow, steep streets are shared by motorists and porters who are often bent horizontally carrying hundred-pound crates on their backs—both, however, struggling against the force of gravity. In Germany, most bicyclists believe they have a right to be on the road; in Istanbul, it seems right to believe that most bicyclists have a death wish. Furthermore, if the average German driver imagines himself to be Dale Earnhardt, it seems as if the average driver in Istanbul envisions himself as Luke Skywalker; the former strives for speed and precision, while the latter seems content to let “the Force” guide his actions.

It may be somewhat surprising, however, to note the historical ties that bind the two peoples. In this regard, it may be useful to draw an analogy between Berlin and Istanbul. Specifically, one need not have visited Berlin to recognize the Brandenburg Gate and the Reichstag; likewise, one needn't have been to Istanbul to identify the Hagia Sophia and the Blue Mosque. Less well known, however, is that the latter two are adjacent to the ancient Hippodrome. Once the location of Roman Triumphs and chariot races, it is now a public square in which two monuments that connect Germany and Turkey are prominent. The older of the memorials is the

## ALUMNI CONTRIBUTION

Obelisk of Thutmosis III, which was removed from Egypt and brought to Constantinople by the Emperor Theodosius in AD 390. On its base, one can see a relief of the emperor presenting a laurel wreath and, below that image in what has been termed “a bit of Roman propaganda,” one sees the “barbarian” tribes of Europe—German speaking people—paying tribute to Rome. A stone’s throw to the east, one will discover the German Fountain, a gift from the Imperial Government to commemorate Kaiser Wilhelm II’s visit to the Ottoman capital in 1898. This was, of course, at a time when German engineers, bankers and industrialists were working with their Turkish counterparts to plan the Berlin to Baghdad railway.

Relations between the two peoples have not, however, always been so cordial. In 1197, for example, the Holy Roman Emperor Henry VI undertook a crusade to pry the Levant from the Seljuk Turks. In 1529, the Ottoman Sultan Suleiman the Magnificent repaid the favor when he attempted to wrest Vienna from the Hapsburg Emperor Charles V. While neither effort succeeded, each had significant historical consequences. In the former instance, Henry’s invasion precipitated the rise of the Ottoman Turks while, in the latter, Suleiman’s incursion helped to ensure the survival of Martin Luther’s reform movement.

By the dawn of the twentieth century, the Imperial Reich was a modern nation-state—as well as the preeminent military power on The Continent—while the Sublime Porte was pejoratively referred to as “The Sick Man of Europe.” The Tanzimat reforms (begun under Sultan Mahmud II) having proven less than fully successful, the

Ottomans were now convinced that they needed an economic and military power to aid them as they attempted to break from their doldrums. For their part, the Germans wanted to cultivate a potential ally to escape what they feared was their *Einkreisung*—encirclement. It was, in short, a relationship that both wished to develop and an association that both hoped would be mutually beneficial.

When The Great War commenced, it was a German general, Otto Liman von Sanders, who was selected to lead the Ottoman Army. In April 1915, Great Britain attempted to strike at “the soft underbelly” of the Central Powers by capturing the Straits of the Dardanelles. In what became known as the Battle of Gallipoli, the 60-year-old Liman von Sanders made the fateful decision to appoint an Ottoman officer almost half his age named Mustafa Kemal to repel the amphibious invasion. Although the defense of the Straits was a major success for the Central Powers, the

war ended in the dissolution of both the German and Ottoman empires.

During the 1920s, both States experimented with republican forms of government and attempted to rebuild their national pride. In Germany, crippling reparations payments, hyperinflation and the Great Depression would fatally weaken the Weimar Republic. In Anatolia, Mustafa Kemal—a corporatist and positivist who viewed himself as the agent of change in one of history’s critical phases—would, as president of the Republic of Turkey, institute a series of reforms that saved and revived his country. By doing so, he would earn a place in history



Far left: Sarah Segal; Far Right: Tom Bittner, Kevin Witte



and the honorific surname Atatürk—"Father of the Turks."

Atatürk knew that this spate of reforms would require an educated, skilled civil service and workforce to implement them and ensure their realization. He calculated that closing the old university—the Imperial House of Applied Sciences—and dismissing its faculty, who objected to his revolutionary program, provided the best opportunity to assure the program's success.

The product of that decision, Istanbul University, is a fifteen-minute walk from the Hippodrome. During the 1930s that university and its counterparts throughout the new Turkey would be staffed by a legion of German expatriates seeking *Zuflucht am Bosphorus*—refuge on the Bosphorus. Among this star-studded coterie were two men who would return to Germany after the Second World War and earn global renown.

Ernst Reuter went to the new capital, Ankara, taught urban planning and became an advisor to Atatürk's government. Arriving in Berlin after the war, Reuter was elected mayor and became the symbol of the city's resistance during the Berlin Blockade. His courage and determination would later cause Time magazine to bestow on him the sobriquet "Herr Berlin."

Wilhelm Röpke would teach economics in Istanbul before returning to Europe, where he became one of the principal architects of the *Wirtschaftswunder*, the economic miracle of West Germany's recovery.

In 1961, in order to expand the workforce that drove the economic miracle, the West Germany signed an agreement with Turkey that permitted Turkish citizens to immigrate to West Germany to become *Gastarbeiter*—guest workers. Although the agreement expired in 1973, most of the Turks who had settled in West Germany elected to remain, and eventually brought

their families to the Bundesrepublik Deutschland, where they established ethnic neighborhoods—the most famous of which may be found in Berlin's Kreuzberg district, or, if one prefers, "Little Istanbul."

Today, more than a half-century after its inception, this arrangement continues to have consequences for both countries. Even though it is impossible to briefly summarize all of those repercussions, perhaps it is not unfair to say that, for both countries, it has been a mixed blessing. Upon reflection, however, one might point out that the same may be said for most long-term relationships.

Unlike the English language, both the Turkish and German tongues have a phrase that expresses the idea that a relationship is intended to be long-term—and that the acquaintance will be continued. "Görüşmek üzere!" - "Auf wiedersehen." Although not as graceful in English, both phrases convey the idea that, "We'll meet again." For three very lucky TOP Fellows, the concept of meeting again and continuing the process of discovery—of learning about and from one another—became a reality this summer. Their journey permitted them to experience another culture and to compare it with two others—their own and Germany's.

Ultimately, what they found out is that if relationships are to be maintained, it helps if the conversation begins—regardless of the language—with a greeting and concludes with the fond hope of sustaining the relationship—of continuing the dialogue and building bridges, regardless of the language. ■

## FELLOW NEWS

**Ann T. Ackerman, 2006, NH**, published several articles in *Social Studies and the Young Child*, co-wrote a chapter in the soon to be published book, *National Survey on the Status of Social Studies: Views from the Field* and is co-presenting a workshop at the 2013 Annual Fulbright Conference in Washington, DC.

**Michael Anderson, 2010, WA**, traveled to China with The Summer China Travel and Teaching Program in the summer of 2011. In July 2012 he did a New York trip with the Gilman Lehman Institute. In 2013 Michael traveled for five weeks in South Africa with the Endowment for the Humanities. Michael and his wife welcomed their first grandchild (Jane) in 2012.

**Michele Anderson, 2013, MI**, received the Governor John B. Swainson award, given by the Michigan Historical Commission to state, county or municipal employees who have gone above and beyond their official job duties to help preserve Michigan's history. Michele was also selected as the Michigan Council for History Education's Secondary History Teacher of the Year.

**Debra Ballweg, 2009, WI**, now has four grandsons ranging in ages from four to three months. She will be having a house guest from Germany in the fall of 2013, when about twenty students arrive along with their chaperones from Hesen. She is looking forward to the visit!

**Linda B. Bennett, 2007, MO**, received a leadership appointment as Assistant to Provost at the University of Missouri. Linda is also an American Council on Education (ACE) Fellow and part of the Centennial Hall of Fame, where twenty alumni were selected as inaugural inductees into the University of Memphis Education Hall of Fame, which celebrated 100 years of outstanding alumni and faculty of the College of Education, Health, and Human Sciences.

**Tom Bittner, 2008, 2012, NY**, recently participated in a three-week NEH Institute, "Istanbul Between East and West: Crossroads of History." Additionally, Tom became a member of two committees formed by the New York State Council for the Social Studies, the Presidential Task Force on Curriculum and Assessment and the NYSCSS Professional Development Committee.

**Bev Blamer, 2005, MI**, is starting her 31st year teaching Sixth Grade and will be having a student teacher. Last year she took a group of middle schoolers to Italy for Spring Break. They visited Venice, Florence, Pisa, and Rome.

**Glen Blankenship, Group Leader 2003, GA**, was awarded the Berryman Award for 35 years of outstanding service to the organization and the education profession by the Georgia Council for the Social Studies. Glen was a participant in the Bundestag Guest Program awarded by the Federal Republic of Germany in June 1994 and led many TOP study tours in subsequent years. Dr. Blankenship currently serves as Associate Director and Chief Program Officer for the Georgia Council on Economic Education.

**Michael Boucher, 2007, IN**, graduated from Indiana University with his Ph.D. in Curriculum Studies in May 2013.

**Matthew Bundy, 2010, ID**, participated in the Spring 2013 Korean Studies Fellowship sponsored by The Korea Society. Currently serving as the Social Studies Chair at Mountain Home High School and as an Adjunct Professor in Political Science at Boise State University.

**Jennifer Burgin, 2006, VA**, (formerly Jennifer Langam) married last summer in Virginia. She is currently going through the National Board Certification Process and teaching in Arlington, Virginia. She spent some time this summer studying with the U.S. Botanical Garden with the HOPS Program (Hands on Plant Science).

**Lee Anne Burton, 2012, WV,** received the 2013 Marion County Reading Teacher of the Year Award and won the Scholastic Summer Reading Plan Contest. (The prize of 375 books was shared between 3 classes!) Her students enjoyed creating a news program about Germany with a game show, commercials, dancing, cooking, and German facts.

**Nathan Carlberg, 2012, IL,** and his wife welcomed their first child on August 15, 2013: Judah Hillis Carlberg!

**Patricia Casanova, 2008, FL,** traveled to New York city to attend the Gilder Lehrman 9/11 Memory and Memorial Museum workshop. It was an amazing opportunity that allowed a behind-the-scenes peek at the museum that will open in the spring of 2014. It was interesting to compare and learn about how the Memorial for the Murdered Jews of Europe was chosen in Berlin, and Patricia was very proud to have been the only Social Studies teacher in the room who had the opportunity to visit the memorial. Patricia's class has also completed projects with the Carl-Bosch Grundschule through e-mail, cards, reports and videos.

**Tracy Cobden, 2008, MO,** took a group of students to Germany and parts of Eastern Europe in summer 2013. Her students fell in love with Berlin and enjoyed exploring the city. It was their favorite part of the trip.

**Brandi Cook, 2005, SC,** is beginning her seventeenth year at Marion High School (full time) and is teaching Political Science 101 at Francis Marion University two nights each week. She is currently writing her thesis (*How important was Shays' Rebellion to the Constitutional Convention?*) for her second Master's Degree in American History and Government from Ashland University.

**Pam Danielson, 2008, ID,** went on a fantastic study tour of Morocco through GEEQ ([www.geeo.org](http://www.geeo.org)) last summer.

**Adalia Davis, 2002, TX,** spent ten days in Hawaii studying volcanoes with 23 other teachers as part of a GeoVenture through the Geological Society of America. She presented three sessions at the National Council for Geographic Education conference in Denver in 2013 and in June she was one of about 94 geospatial educators selected to participate in Esri's T3G Institute at their headquarters in Redlands, California. Adalia was also selected to participate in the Choices Program's first ever summer institute for geography teachers.

**Wanda Dengel, 2008, 2012, OH,** retired at the end of the 2012 - 2013 school year. She was recently named the Director of Catechetical Preparation at her parish where she will work with first and second graders. She will use her travel experiences in Croatia this Fall (September/October) in her catechesis.

**Paul Dickler, 2008, TOP Fellow of the Year 2010, Group Leader 2011, PA/WI,** was named Associate Director of the Wachman Center at the Foreign Policy Research Institute. He completed his 30th TOP Workshop/Inservice this fall.

**Jennifer Eastman-Miller, 2010, FL,** began a new job at Riverview High School in Sarasota, FL teaching World History and Psychology. She will welcome a new addition to her family on December 23, 2013 (it's a boy!).

**Kay Gandy, 2005, KY,** led a study abroad to Peru in January 2013 entitled 'Leadership on the Amazon Frontier'. She also trained teachers in China in April 2013 to meet Kentucky Teacher Standards (these teachers were getting certified to teach the Chinese language in Kentucky schools for five years).

## FELLOW NEWS

**Tom Glaser, 2008, FL,** was a 2012 TEACH Fellow of the Bilateral U.S. - Arab Chamber of Commerce to Bahrain and Qatar. He won the 2012 Paul Hanson Award for Service to Social Studies Education from the Miami-Dade Council for the Social Studies. He was a participant in the United States Holocaust Memorial Museum Regional Education Summit. He was a participant in the Centropa East Coast Winter Seminar at Duke University in March, 2013. He was a participant in the Fulbright Kommission Diversity in German Education Seminar at the University of Tübingen, Germany in summer 2013 as well as a participant in the Centropa Summer Academy in Berlin in 2013.

**Susan Gratz, 2007, TN,** was promoted to Director of Assessment/NCATE Coordinator for Carter and Moyers School of Education in September 2013. Although she is no longer in the classroom, she is still a teacher consultant and member of the strategic planning committee for the Tennessee Geographic Alliance.

**Tara Gray, 2010, WA,** is excited to move to a new Bellevue school this year where she'll be the Assistant Principal of Cherry Crest Elementary.

**Curtis Greeley, 2009, CA,** has been working hard to integrate the Common Core into his classroom in Santa Maria, California. "I'm going to pose questions to you that don't have answers," he is quoted as saying to his students in a recent newspaper article. He said students would be asked to postulate and explain their reasoning. They would reenact signing of the Paris Peace Treaty, the Versailles Conference and the French Revolution. "We're actually going to experience history," Greeley said.

**Dale Greenawald, 2002, TOP Fellow of the Year 2005, CO,** began hosting German guests for a total of three months since May 2013. He took one on a 2,800 mile motorcycle trip to Capitol Reef, Bryce, Zion, Grand Tetons and

Yellowstone National Parks, and took two others to the North Rim of the Grand Canyon. As a result, his German as improved!

**Julie Hufstetler, 2009, TX,** gave birth to a son named Owen Daniel on April 26, 2012! In May 2013 she completed her M.A. in European History with an emphasis on Modern Germany. Her second child was born in September 2013 (named Eleanor Joy).

**Jason Jeandell, 2005, DE,** is the recent winner of the Innovative Schools of Delaware award for best Business/Community Partnership in Education for Teaching in Project Based Learning, and he presented at the New Tech Annual Conference in New Orleans, LA on the topic of making Business connections to Education.

**Anne Kelsey-Zibert, 2012, SC,** was named the Greenville County (SC) School District Teacher of the Year for the 2013-14 school year. Her TOP participation and the German Club she started at her school are mentioned in the district's recent write up.

**Nate Larsen, 2009, 2013, NE,** received an ING Unsung Heroes Award in 2013. Nate also spoke on the Holocaust at a conference in September 2013 for the Nebraska Holocaust Education Consortium through the Institute for Holocaust Education; he also spoke on modern Germany at a conference in October 2013 for the Nebraska Association of Middle Level Educators.

**Christine LaRue, 2012, IL,** attended a study tour of Turkey funded by the Turkish Cultural Foundation in summer 2013.

**Thomas Lenihan, 2012, VA**, was selected to participate in a National Endowment for the Humanities summer teacher seminar: The Dutch Republic and Britain: The Making of Modern Society and a European World Economy. Along with 15 other teachers, Tom studied and traveled around England, The Netherlands and Belgium for five weeks. They visited museums, churches and other historic sites associated with the seminar topic.

**Michael Jon Littman, 2009, FL**, is progressing on a historical research project involving a 1921 KKK murder in Key West, Florida. He was awarded the Bilateral US/ Arab Chamber of Commerce TEACH fellowship to Bahrain and Qatar in summer 2013 and was additionally awarded a National Endowment for the Humanities fellowship to study African Americans in the New England whaling industry and their connections to the underground rail road.

**Manuel Lopez, 2004, CA**, was awarded Teacher of the Year for California's 30th District by Assemblyman Luis Alego. He did a five week study tour to South Africa in 2013 under the National Endowment for the Humanities.

**Mark Matthews, 2012, IN**, was named the 2013 James Madison Fellow from Indiana and has begun working on an M.A. in American history and government at Ashland University.

**Merwin A. McCoy, 2008, TN**, has been an Associate Professor in the School of Education at the University of Tennessee at Chattanooga from 2008-present. Over the past year, he spent two months in Central American countries "helping to build US-Latin American relations."

**Mary McCullagh, 2006, 2010, TOP Fellow of the Year 2012, Group Leader 2013, FL**, serves as a member of the Board of Directors for the Na-

tional Council for the Social Studies. She has conducted many TOP workshops at local, state and national conferences, and shared Goethe-Institut resources with teachers she visited in Latvia and Ireland this summer. She is the SMART Elite Showcase School coordinator at her school and a member of the Discovery Education Network Leadership Council. She is excited for the release of the new Goethe-Institut curriculum, which she will share at local and state conferences this semester!

**Gloria Freels McElroy, 2010, TN**, earned her doctoral degree in 2012 in addition to winning a spot with the 2013 Foreign Policy Research Institute's September Institute for Teachers in Philadelphia concerning democracy. Gloria was busy in January 2013 when she took 50 students to the Presidential Inauguration.

**Gail Mercurio, 2013, NC**, introduced the German tradition of "Schultüte" (school cones) to her FIRST YEAR teachers (photo below). A Schultüte contains school supplies and is given to children starting their first year of school in Germany. As the coordinator of the Beginning Teacher Support Program, Gail's "newbies" starting their first year also got school supplies in their cones (party hats), knowledge of a German tradition, and an idea to share with their students.



## FELLOW NEWS

**Scott Noet, 2006, TOP Fellow of the Year 2009, Group Leader 2010, MN,** was recognized for his work integrating sustainability education into the Social Studies by the Upper Midwest Sustainability Alliance. Scott will also be a panel member at the NCSS conference in St. Louis entitled “Entry Points for Including Environmental/Sustainability Education in Social Studies Classrooms”.

**Kim O’Neil, 2003, Group Leader 2009, NY,** was elected as vice-president of NCSS and will chair the 2015 NCSS convention in New Orleans. Be sure to join NCSS!

**Chris O’Brien, 2010, AZ,** was selected as one of 24 Arizona teachers to receive the 2012 “MVP in the Classroom” award, presented by University of Phoenix and the Arizona Cardinals professional football team. In June 2013, Chris participated in a Fulbright-Hays study tour for world history teachers. Sponsored by the Program for Teaching East Asia at the University of Colorado, the U.S. Department of Education and the Freeman Foundation, the group of twelve educators traveled extensively for one month throughout Japan studying the history and culture.

**Lawrence Paska, 2006, NY,** was recently appointed as the K-12 Director of Social Studies for the Harrison Central School District (in New York), after serving 9 years in various roles at the New York State Education Department.

**Michael Pierce, 2012, WA,** participated in his third German American Partnership Program (GAPP) in spring and summer of 2013, which was an overwhelming success. Along with social studies, he will be teaching German language for the first time this school year!

**Siggi Piwek, 2009, WI,** presented a number of workshops at the 2013 Central States Conference of Foreign Language Teachers (CSCTFL) in Columbus, OH. With support through a grant

by the national Foreign Language Teacher Association, he began developing classroom materials which involve the teaching of the STEM subjects in the German language. Siggi participated in a German teacher language seminar in Austria in August 2013. He was chosen to receive the Certificate of Merit by the Wisconsin Association of Foreign Language Teachers at their annual meeting in November 2014.

**Mike Raymer, 2007, 2012, GA,** was recently selected to be a writer for the Council for Economic Education’s upcoming “High School Economics” publication due out in the spring of 2014.

**Quinn Rollins, 2008, UT,** was promoted to Social Studies Specialist for Granite School District and will be presenting “Pop Culture in the Social Studies Classroom” at NCSS this November in St Louis.

**Sue Reeder, 2013, FL,** began a new job at St. Petersburg Catholic High School.

**Ivy Schamis, 2012, FL,** participated in a program in Seoul, South Korea. Ivy was asked to be the American representative at an International Conference on Education, which was a fantastic experience as she met people from Russia, Vietnam, Switzerland, and of course Korea. It was the 10th Anniversary of the Academy of Korean Studies and Ivy gave a presentation on ‘What American Students Know About Korea’.

**Arlin Scharfenberg, 2009, MB,** and a colleague took a group of grade 11 and 12 students to the Netherlands, Belgium, and France in March of 2013. The main focus of the trip was to visit Canadian battlefields and cemeteries. Arlin’s grade 11 son was one of the participants whose highlight was purchasing an American bayonet from an antique shop in Juno. Another student was able to visit the grave of his Great Uncle who died in World War I.

**Lenore Schneider, 2007, CT**, still uses her experiences from TOP at each of her AP seminars. She recently taught at six conferences, and the participants were very impressed with her description of all that she learned and the extraordinary professional development she received.

**Sarah Segal, 2012, OR**, has been named recipient of the first annual Robert H. Jackson Center National Award for Teaching Justice, in partnership with the National Council for the Social Studies (NCSS). This prestigious award was created to recognize individuals who have made an outstanding contribution toward teaching the concept of justice in creative, inspiring ways, which may include teaching about civil liberties, human rights, international humanitarian law, the Holocaust, genocide studies, or local issues of justice.

**Wendy Sierra, 2010, TX**, participated in a Fulbright-Hays Summer Seminar Abroad: Religious Puralism of India. She was 1 of 13 teachers who spent five weeks traveling to Delhi, Amritsar, Mumbai, Hyderabad, Madurai, Kolkata, Varanasi and Agra to explore the religious traditions of India.

**Melinda Odom Staubs, 2012, AL**, was promoted to Associate Professor at Jackson State University.

**Frank Stewart, 2010, CA**, has traveled/visited the following countries; Britain, Cambodia, Canada, China, Egypt, Jordan, Thailand, Turkey and Vietnam since his TOP trip in 2010!

**Vonda Tabor, 2003, VA**, spent one month in Eastern Africa during the summer of 2013. She was invited to teach at schools in southern Uganda by one of the teachers she met through the International Leaders in Education Fellows Program (ILEP) sponsored by James Madison University (JMU). Vonda taught at several schools in Kampala, Uganda, and was

hosted and stayed at the Iganga Secondary School for Girls north of Jinja, Uganda. For the last week of her trip, Vonda went on safari in northern Tanzania to the Serengeti Plain, the Ngorongoro Crater, the Olduvai Gorge, and Mt. Kilimanjaro.

**Crystal Thiele, 2010, NY**, participated in a Grosvenor Teacher Fellowship aboard the National Geographic Explorer, which traveled to Greenland and the Canadian High Arctic. This field-based experience allowed her to gather resources for the classroom on the Arctic, including wildlife, flora, culture and other natural phenomenon, such as northern lights and glaciation. Crystal also received her National Board Certification in 2012.

**Melissa Tracy, 2012, DE**, was the recipient of the James Madison Fellowship for the state of Delaware, and is hosting a German exchange student for the 2013-2014 academic year.

**Rhonda Watton, 2008, WI**, traveled to Kenya and Tanzania for two weeks this past summer. Rhonda flew into Nairobi then traveled to the equator, spent time in a Ribe, Kenya--a village outside of Mombasa--both in schools and the community, flew to the island of Zanzibar and then to Arusha, Tanzania, for a multiple day safari experience. Truly a trip of a lifetime! Rhonda was also selected as the 2013 NCSS Outstanding Middle Level Social Studies Teacher of the Year.

**Andi Webb, 2012, NC**, taught Chinese teachers of English in the Fujian province of China in the summer of 2013. She presented at the National Science Teachers' Association Conferences in Louisville, Kentucky and San Antonio, Texas in the fall of 2012 and spring of 2013. Andi also presented at the annual World View (UNC Chapel Hill) meeting for partners across North Carolina.

*NEWS concludes on next page...*

## FELLOW NEWS

**Lee Weber, 2012, IA,** moved from a classroom teaching position at a University Laboratory School to a Field Experience Coordinator role with the University. Lee and his wife celebrated their 35th wedding anniversary in August 2013!

**Allison Weller, 2007, NY,** studied Korean history and culture this summer through the Korea Society's Fellowship for American Educators program.

**Keith White, 2006, AZ,** recently retired from public high school education after 15 years. Kevin is now instructing (part time adjunct) at Arizona State University. Kevin recently returned from a Rhine River Cruise which brought back many fond memories of Germany, and his family has grown to 5 grandchildren!

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## IN MEMORIAM

**Pam Howard, 2011, CO,** passed away the first week of November 2013 after a battle with cancer. She received a funeral with full military honors at the Air Force Academy in Colorado Springs on November 18. She is survived by her husband, Bill, and son, Alec. In lieu of flowers, she requested donations to the Pam Howard Memorial National Honor Society Scholarship Fund at Palmer Ridge High School at 19255 Monument Hill Road, Monument, CO 80132.

*Sincerest condolences to the Howard family from the TOP Team in Washington.*





# INTRODUCING NEW RESOURCES FOR YOUR CLASSROOM!



# GERMANY IN FOCUS

FOR MIDDLE / SECONDARY EDUCATORS

**Germany In Focus** is designed to provide secondary and middle school social studies teachers with comprehensive lessons on Germany - historical and contemporary - that can be easily integrated into preexisting curricula in world history, geography, comparative government, economics, and sustainability.

The book is organized into seven sections or foci: Geography, Society, History, Reunification, Political System, Economy, and Sustainability:

FOCUS 2: SOCIETY	
• 2.1	Immigration and Demographic Diversity
• 2.2	Religion in a Pluralistic Society
• 2.3	Women in German Society
• 2.4	German Education System
• 2.5	Youth in Germany
• 2.6	Germanisms - German Words in the English Language
FOCUS 3: HISTORY	
• 3.1	The Brandenburg Gate as a Witness to History
• 3.2	Collective Memory: Memorials and Monuments
• 3.3	<i>Schwarzfahrer</i> : A Case Study in Human Rights
• 3.4	Studying the Holocaust in Germany
• 3.5	November 9 in German History: Why Not a Holiday?
• 3.6	Germans Who Have Contributed to World Civilization
FOCUS 4: REUNIFICATION	
• 4.1	Post World War II/Cold War Timeline
• 4.2	<i>We Are the People</i> — Peaceful Revolution in Leipzig 1989
• 4.3	<i>Ostalgie</i> — Remembering Life in the GDR
• 4.4	The Stasi and Espionage in the GDR
FOCUS 5: POLITICAL SYSTEM	

Each lesson is correlated to the revised 2010 NCSS...

STANDARD #1 CULTURE.							
Lessons:	1.2	1.6	2.1	2.2	2.4	2.5	3.6
STANDARD #2 TIME, CONTINUITY AND CHANGE.							
Lessons:	1.4	1.5	3.1	3.2	3.4	3.5	4.1
	4.4	5.1	5.2	7.1			

...and Common Core Standards:

## COMMON CORE STANDARDS (ABBREVIATED) LESSON ALIGNMENT INDEX

Reading Standards in Literacy – History / Social Studies, 6-12

*Key Ideas and Details*

RH/SS.1 – cite specific textual evidence to support conclusions

**Lessons:**    2.1       3.3       3.4       3.6       7.1

RH/SS.2 – determine and summarize central ideas and themes

**Lessons:**    1.2       1.3       2.1       2.2       2.4       3.5       5.1       5.2

Each section begins with excerpts from interviews with a diverse group of Germans which relate to the focus topic. Teachers may use these as stimuli to pique student interest in the focus topic. The lesson organization consists of a focus question or questions to guide instruction:

### ? FOCUS QUESTION:

- How do nations confront chapters of their history that contain prejudice, discrimination, persecution, and genocide?

Each lesson also includes an overview which summarizes the objective of the lesson, pertinent teacher background information, a suggested time frame, instructional resources (located on the accompanying **Instructional Resource Disc**), and a detailed lesson procedure. In addition, there is a whole group reflection, which reconnects students with the focus question(s), lesson modifications and extensions.

### 🕒 TIME:

(4-5) 45 minute class periods

### INSTRUCTIONAL RESOURCES:

- *Germany: Holocaust Education Report* and *Holocaust Education in Germany* (**Handout 3.4.1 on Instructional Resource Disc**)



# LET'S EXPLORE MODERN GERMANY

## FOR ELEMENTARY / MIDDLE EDUCATORS

**Let's Explore Modern Germany** is designed to provide elementary and middle school social studies teachers with comprehensive lessons on Germany - historical and contemporary - that can be easily integrated into preexisting curricula.

The book is organized into four sections: Geography, Contemporary Life, History, and the Grimm Brothers and Other Tales.

Similar to *Germany In Focus*, each lesson is correlated to the revised 2010 NCSS and Common Core Standards and includes a lesson overview that summarizes the objectives of the lesson, pertinent teacher background information, a suggested time frame, instructional resources (located on the accompanying **Instructional Resource Disc**), and a detailed lesson procedure. In addition, there is a whole group reflection, which reconnects students with the focus question(s), lesson modifications and extensions. The lesson design allows the teacher to integrate social studies with literacy, mathematics, and science.

## SAMPLE LESSON & TOP LESSON EVALUATION FORM

The following pages contain a sample lesson from the *Let's Explore Modern Germany* instructional strategy guide. **Lesson 1.5, Measuring With Metrics**, is a short lesson designed to provide elementary/middle school students with the opportunity to apply their understanding of metrics in situations they may encounter when traveling throughout Germany. Students will engage in activities that require making conversions between the United States customary system and the metric system. Perhaps it wouldn't be a bad idea to teach this lesson with a math, science, or STEM colleague?

The accompanying handouts are also provided.

Following the lesson and handouts, refer to the **TOP Lesson Evaluation Form** on page 35. Feedback is essential for TOP. We need to know how our materials are being used in the classroom and more importantly how students are benefiting from various lesson strategies. We use this information to decide which of our existing materials to republish and what new materials to create. Finally, attaching the form to a study tour application can also be beneficial.

## 1.5 MEASURING WITH METRICS



### FOCUS QUESTION:

- How do people measure distance, mass, and volume?

### STANDARD #8 SCIENCE, TECHNOLOGY AND SOCIETY.

#### LESSON OVERVIEW:

This lesson integrates the core disciplines of social studies, math, science, and English. [It presupposes that the students have an introductory knowledge of the metric system.] The lesson provides students with the opportunity to apply their understanding of metrics in situations they may encounter when traveling throughout Germany. Students will engage in activities that require making conversions between the United States customary system and the metric system.

#### TEACHER BACKGROUND INFORMATION:

The United States is one of the few countries that continues to use the customary measurement system rather than the metric system that is used more commonly in countries such as Germany. It is the measurement system used in all of the sciences. Provided is a Measurement Comparison Chart: Germany – USA (**Handout 1.5 A on Resource Disc**) with example equivalent measures.



#### TIME:

3 (45-minute Class Periods)

#### INSTRUCTIONAL RESOURCES:

- Tape measures
- Calculators
- Measurement Comparison Chart: Germany – USA (**Handout 1.5 A on Resource Disc**)
- Measurement Conversion Cards (and answers) (**Handout 1.5 B on Resource Disc**)
- Measurement Game: Brandenburg Gate Outline (**Handout 1.5 C on Resource Disc**)



#### PROCEDURE:

##### DAY 1:

##### Anticipatory Set:

- To determine students' background knowledge of basic US customary measurement, ask students to think about the following questions. As students share their answers, the teacher should write the values on the board in 3 columns (shown on next page). After answering the questions the remainder of the terms should be filled in.

- You are in a grocery store to pick up a large container of milk. What form of measurement does milk come in? (Gallons)
- You are in a grocery store to buy a large bag of sugar. In what form of measurement is sugar sold? (Pounds)
- You are at the doctor's and asked to stand on the scale. What might you weigh? (Pounds)
- What is the measurement for how tall you are? (Feet/Inches)
- You are in the kitchen making a cake. How much flour will you use? (Cups)
- You are riding a bike to meet a friend. How do you measure your distance? (Miles)
- You are in a grocery store and need to buy one large bottle of soda. How much will you buy? (2 liters!) This is another measurement system. What is it called? A student may know that this is the metric system. This shows the influence of globalization. It is much easier and more profitable for a company that produces all around the world to use one measurement system.

US Customary Units		
Liquid (Volume)	Length, Height and Distance	Weight (Mass)
Cups-Pints-Quarts-Gallons	Inches-Feet-Yards-Miles	Ounces-Pounds-Tons
Metric Units		
Liquid (Volume)	Length, Height and Distance	Weight (Mass)
Liters	Centimeters-Meters-Kilometers	Grams-Kilograms

- Ask students to list the metric units. The teacher may fill in their answers as shown above.

#### DAY 2:

- The teacher should set up 4 workstations (Distance Station, Length Station, Area Station and Weight Station) around the classroom. Each workstation will have one card with 3 questions requiring students to make conversions between the US customary system and the metric system. Tape measures or meter sticks are needed at the Length station. The teacher should distribute a calculator and the Measurement Comparison Chart: Germany – USA (**Handout 1.5 A on Resource Disc**) to each student. The teacher should divide students into 4 groups. Each student should take a sheet of notebook paper, fold it into fourths and label each section with the title of the station and write their answers in the correct section. The teacher should instruct the students to round their answers to an approximate answer. Students should work together to find the correct conversion. They may rotate to each station as a group or independently depending on teacher direction. The teacher may either go over the answers after all students have gone through the 4 stations or the teacher may leave the answers on a card at each station that may be turned over after students have attempted the conversion.

#### DAY 3:

- For more practice converting measurements, the teacher may wish to have students play the following game which requires the teacher to prepare different tasks for the students to convert. The teacher divides the class into two or three groups. One student from each group will come to the board and become the artist. The teacher should show the Measurement Game: Brandenburg Gate Outline (**Handout 1.5 C on Resource Disc**) to the artists and explains to them how to draw it. (For each correct answer from their group they are allowed to draw one stroke). Then the teacher calls out one conversion scenario after another to the students. Each group must rush to answer. The artist of the group that comes up with the correct answer first can draw one stroke of the Gate on the board. The group whose artwork is finished first wins, and the activity is over.

- Afterwards, the teacher should ask the students if they can recognize the art piece as the Brandenburg Gate. Depending on their background knowledge, the students might have difficulties coming up with the correct solution. If this is the case, the teacher might give hints as: it is one of the most well-known monuments of Germany; it's located in Berlin, it's a national symbol of Germany; it's on the back of some of the German euro coins, etc. This can be the starting point for further research on the Brandenburg Gate and its significance in German history.



### WHOLE GROUP REFLECTION:

- The teacher will engage the students to reflect upon the measurement activities by leading the students in a discussion with the following questions: What similarities and differences do the students notice between meters and yards, etc. What generalizations can they make about using the customary system versus the metric system?

1

2

### MODIFICATIONS:

- Depending on the student's math level, a calculator may or may not be allowed.
- The teacher may decide depending on the age and the comprehension of the students if they should do the exact conversion or just the rough estimate. The teacher should explain the different issues with having two sets of standard measurements in the world, so they understand the difference between the exact conversion and the rough estimates. Since the actual conversion can be quite complicated, explain to the students that most of the time a close estimation is good enough when you travel in Germany in order to get around.

Here are some helpful equivalents to use when estimating US Customary units:

- 1 meter is approximately 3 feet, so if a mountain is 2000 meters high it's about 6000 feet.
- 1 kilometer is roughly two thirds of a mile. If a car goes 150 kilometers per hour on the Autobahn, (which is often possible and even allowed) it goes 100 miles per hour.
- If the distance between two cities is 300 kilometers, it's approximately 200 miles from city A to city B.
- If 1 meter is approximately 3 feet, 1 square meter is roughly 9 square feet. So if a house has a 150 square meter living space, it has roughly 1350 square feet.
- 100 gram is approximately 4 ounces. In Germany chocolate is usually sold in 100 gram bars, so if you buy one, you buy 4 ounces of chocolate.
- 1 kilogram is approximately 2 pounds. So if you find a price tag telling you 1 kilogram of apples cost 2.00 € and you want to buy it, you buy 2 pounds of apples.
- 1 liter is approximately a quarter gallon. In Germany milk is usually sold in 1 liter cartons, so if you want to buy 1 gallon, you have to buy 4 cartons.

### EXTENSIONS:

- The teacher may engage students in higher level math problems such as:
  - If the distance from Berlin to Frankfurt is approximately 560 kilometers and the train takes approximately 4 hours and 45 minutes to travel this distance, how fast is the train traveling? (Compute the answer in kilometers per hour and miles per hour)
- Additional sample math problems (and their solutions) can be found on the Measurement Conversion Cards handout (**Handout 1.5 B on Resource Disc**)

## HANDOUT 1.5 A - MEASUREMENT COMPARISON CHART: GERMANY – USA

The standard units of measurement for length, distance, area, and weight are not the same in Germany and the United States. The following chart provides you with methods for conversions:

Measurement	German Unit (Metric)	US Equivalent (Customary)	Conversion Method
Length	Centimeter	Inch	2.54 centimeters = 1 inch 0.39 inch = 1 centimeter
Length	Meter	Foot	0.30 meter = 1 foot 3.28 feet = 1 meter
Length	Meter	Yard	0.91 meter = 1 yard 1.09 yards = 1 meter
Distance	Kilometer	Mile	1.61 kilometers = 1 mile 0.62 mile = 1 kilometer
Area	Square meter	Square Foot	1 m <sup>2</sup> = 10.76 sq ft 1 sq ft = 0,09 m <sup>2</sup>
Area	Hectare	Acre	1 ha = 2.47 acre 1 acre = 0,40 ha
Area	Square kilometer	Square Mile	1 km <sup>2</sup> = 0.39 mi <sup>2</sup> 1 mi <sup>2</sup> = 2,59 km <sup>2</sup>
Mass	Gram	Ounce	28.35 gram = 1 ounce 0.035 ounces = 1 gram
Mass	Kilogram	Pound	0.45 kilograms = 1 pound 2.20 pound = 1 kilogram
Volume	Liter	Gallon	3.79 liters = 1 gallon 0.26 gallon = 1 liter



## HANDOUT 1.5 B - MEASUREMENT CONVERSION CARDS

### Distance

#### Miles/Kilometers

You and your friend decide to go for a bike ride in the city of Berlin. Determine how far you must go (approximately).

1. From your house to the Brandenburg Gate you must ride 5 miles. How many Kilometers is it?
2. Now you decide to leave the Brandenburg Gate and go over to the TV Tower. If it is 2.4km, how far is it in miles?
3. You are on the observation deck of the tower and notice Kaiser Wilhelm Memorial Church in the distance. If it is 6 km away, how many miles is it?

### Area

#### Square Miles / Square Meters Acres/ Hectares

1. You and your friend visit the Olympic Stadium built for the 1936 Summer Olympics. Its area is 7140 square meters. How many square feet is this?
2. You hear that the Reichstag covers 13,290 square meters. How many square feet is this?
3. Tempelhof Airport, once used by the Allies to deliver supplies to West Berlin during the Berlin Airlift, has now become a park. You and your friends would like to go rollerblading there. It's over 300 hectares. How many acres is this?

### Length

#### Inches/Centimeters

#### Feet/Meters

#### Yards/Meters

1. Using inches, measure your left leg from your knee to your ankle. How long is it in inches? How long is it in centimeters?
2. How tall are you in feet/inches and in meters/centimeters?
3. A regulation size soccer field is 105 meters long and 68 meters wide. Write these dimensions in yards. Bonus: Calculate the soccer field in square meters and calculate it in square yards.

### Weight

#### Ounce/ Gram

#### Pound / Kilogram

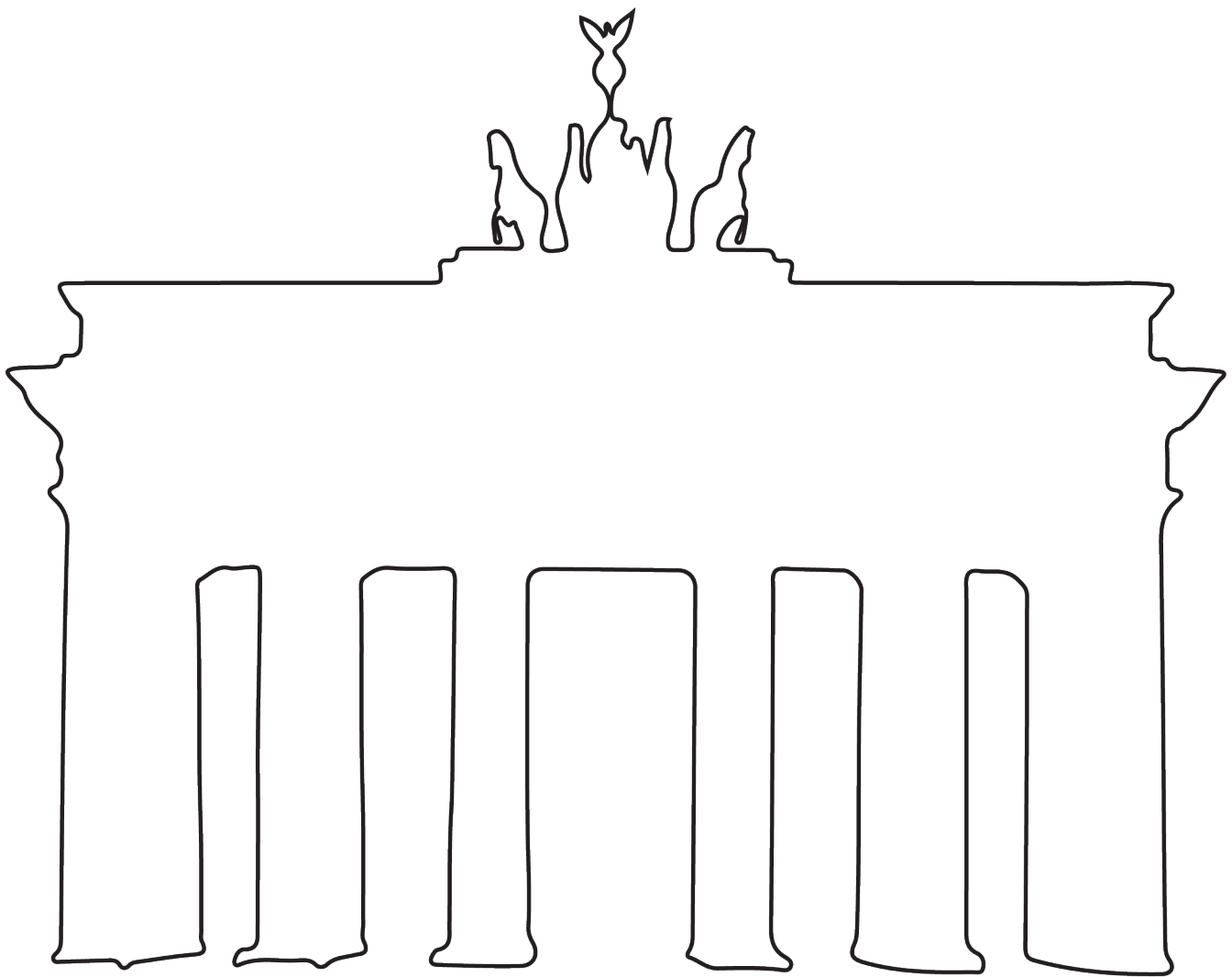
1. If you buy 2 pounds of apples, about how many kilograms do you have?
2. You tell your mother that Gummi Bears produced in Germany are made with real fruit juice so she decides to let you buy half a pound. How many grams / kilograms did you buy?

### Volume

#### Gallon / Liter

1. You decide that you are going to make milkshakes at your birthday party and need 3 gallons of milk. How many liters would that be?

## HANDOUT 1.5 C - MEASUREMENT GAME: BRANDENBURG GATE OUTLINE



## TOP LESSON EVALUATION FORM

A Companion to the *Let's Explore Modern Germany & Germany In Focus* Instructional Strategy Guides

### **PART 1** (Please complete one form for each specific lesson used.)

NAME:

E-MAIL:

SCHOOL:

CITY, STATE, ZIP:

GRADE LEVEL(S) / SUBJECT(S) TAUGHT:

### **PART 2**

Which Instructional Guide was used?

*Let's Explore Modern Germany*

*Germany in Focus*

Focus Area & Lesson Used:

Start Date of Lesson Taught (DD/MM/YYYY):

Preparation Time Needed (Approx Hours):

Actual Lesson Time Needed (Class Periods):

Class Size (Number of Students):

### **PART 3**

To what extent were the following common lesson components effective for planning and teaching the lesson?

Check the applicable box for each component:	1 - Adequate	2 - Good	3 - Exceptional
Standards Alignment (Social Studies)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standards Alignment (Common Core)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Focus Question(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher Background Information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Suggested Time Frame	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instructional Resources (Disc & Online Content)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Procedures (Student Tasks)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Whole Group Reflection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Modifications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Extensions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall Quality of Lesson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## **PART 4**

1. Please note some specific examples from the 'Lesson Components' and/or 'Instructional Resources' that were most effective when preparing for - and implementing - this lesson:

- 
- 

2. Which specific Social Studies and Common Core Standards were targeted for this lesson?

3. In what ways did this lesson connect with or enhance your existing curriculum and unit for learning?

4. How did the suggested time frame for this lesson work? What adaptations would you make next time?

5. What evidence did you observe regarding, A) students' engagement and B) their responses to the lesson's Focus Question(s)?

6. When you use this lesson in the future, what changes, if any, will you make to enhance student learning?

7. Refer to the Tables of Contents from the Instructional Guides - Which lessons would you use or recommend to colleagues to enrich their social studies curriculum?

8. Now it's your turn! Please make any other comments or suggestions:

To obtain a digital version of the TOP Lesson Evaluation Form, please visit the TOP website at [www.goethe.de/top](http://www.goethe.de/top) or use the QR code:



## TOP MATERIALS FOR WORKSHOP LEADERS

The Transatlantic Outreach Program provides its instructional strategy guides, student workbooks, wall maps, the *Field Trip to Berlin* DVD, and more 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.

To order materials, visit the TOP website:  
[www.goethe.de/top](http://www.goethe.de/top)



## STUDY TOUR: FREQUENTLY ASKED QUESTIONS

### 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?

Follow the instructions on the TOP website: download the application form and use the latest Adobe Acrobat Reader software to open and complete the form.

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

The 2014 application deadline is February 3. Application packets must be postmarked on or before this date. Notification letters will be mailed by April 1 at the latest.

### 4. HOW MUCH DOES THE STUDY TOUR 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, etc.

- TOP pays neither for domestic nor for international airline baggage fees when incurred.
- TOP does not pay for passport/visa renewal fees.
- 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 have her or his own hotel room.**

**A refundable deposit is required upon acceptance. The deposit amount for 2014 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.



**APPLY ONLINE!**

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

Your application can be enhanced with the inclusion of a completed TOP Lesson Evaluation Form (pages 35-36) after teaching at least one lesson from either the *Let's Explore Modern Germany* or *Germany In Focus* instructional strategy guides.

We ask that applicants document the workshops they have led on the résumé (CV) portion of their application form. One way to gain workshop leadership experience is by leading a TOP workshop.

The application review committee reads applicants' essays very carefully. It is recommended that someone proofread your essay before submission. It is also recommended that you reference current events in your first essay. Finally, you be as specific 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, every participant is required to 1) write "something new" such as 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, 2015. The "unit" may consist of any "Germany-related" lessons of your choosing.

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

While groups travel long distances by plane, train, or bus, participants must sometimes walk distances of several miles per day. Punctuality is paramount, so walking briskly is sometimes necessary.

Participants are also 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 may take one (optional) bicycle tour. Alternative arrangements will be made for participants with disabilities.

The nature of summer weather in Germany, from hot to cold temperatures to frequent rain can sometimes pose unique challenges to some travelers.

### 10. WHAT WILL THE 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.

### DEAR SOCIAL STUDIES EDUCATOR,

We 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.

The Transatlantic Outreach Program (TOP) - a non-profit, public/private partnership between the Federal Foreign Office of Germany, the Goethe-Institut, Deutsche Bank, the Robert Bosch Stiftung, and the Siemens Corporation - was founded in 2002...

- To promote **education** about Germany,
- To encourage intercultural **dialogue**,
- To provide educators the opportunity to **experience** Germany in person.

TOP promotes awareness of Germany within the context of its education and political systems, vocational training, corporate social responsibility, environmental sustainability, culture, history, geography and more.

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 e-mail, or even “like” us on Facebook!

Thanks for reading!

*The TOP Team*

## AT A GLANCE

### MAIN OFFICE ADDRESS:

TOP  
Goethe-Institut Washington  
812 7th Street NW  
Washington, DC 20001

### PRIMARY CONTACT INFORMATION:

[www.goethe.de/top](http://www.goethe.de/top)  
[top@washington.goethe.org](mailto:top@washington.goethe.org)  
(202) 289-1200

### PRIVATE PARTNERS:

Deutsche Bank  
Robert Bosch Stiftung  
SIEMENS Corporation

### PUBLIC PARTNERS:

Foreign Office of the Germany  
Goethe-Institut

### PRESIDENT OF THE TOP BOARD:

Dr. Peter Ammon  
German Ambassador to the USA

### TEACHING MATERIALS DISTRIBUTED:

22,884 (2012 only)

### WORKSHOPS SPONSORED:

250 / 3000 attendees (2012 only)

### NUMBER OF TOP FELLOWS 2013:

102

### NUMBER OF TOP FELLOWS TO DATE:

1057

# TOP | TRANSATLANTIC OUTREACH PROGRAM

TRANSATLANTIC OUTREACH PROGRAM  
GOETHE-INSTITUT WASHINGTON  
812 7th STREET NW  
WASHINGTON, DC 20001

WWW.GOETHE.DE/TOP  
TOP@WASHINGTON.GOETHE.ORG  
(202) 289-1200

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Robert Bosch Stiftung

SIEMENS