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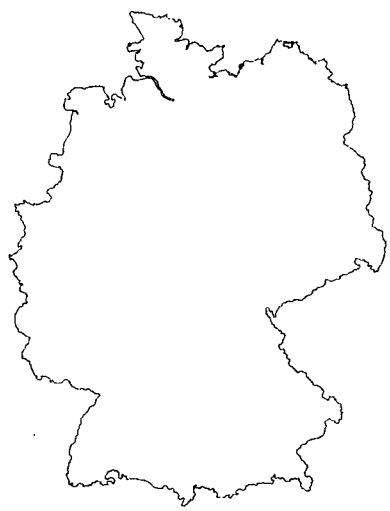
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ABSTRACT

This manual is designed to offer support for the instructional resources guides on "Germany since Unification." It provides the basis for a full-day inservice training session on the use of those materials. The format can be modified to meet the needs of leaders, audiences, and time frames. Using the materials developed by teachers and sponsored by the Goethe Institute, the workshop provides participants with a familiarity for teaching about contemporary Germany. (EH)

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# WORKSHOP LEADER'S MANUAL



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TO THE EDUCATIONAL RESOURCES  
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AN INTRODUCTION TO  
**SOCIAL STUDIES**  
 INSTRUCTIONAL RESOURCE MATERIALS  
 FOR TEACHING ABOUT  
**GERMANY SINCE UNIFICATION**

SD 029 026

*Workshop Leader's Manual For*  
**GERMANY SINCE UNIFICATION**

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## **FOREWORD**

The material found in this "Workshop Leader's Manual" is designed to support teachers in implementing the instructional resource guides on Germany since unification. The materials in this guide provide the basis for a full-day inservice training session. The suggested format can be modified to meet the needs of individual workshop leaders, various audiences, and different time frames.

Workshop leaders are encouraged to:

- use materials and suggested workshop activities flexibly, taking advantage of personal strengths and creative abilities;
- incorporate or substitute alternative activities when past successful experiences, audience needs or other available instructional resources make such changes desirable.

### **SAMPLE GENERAL K-12 WORKSHOP ABSTRACT**

The historic opening of the Berlin Wall in 1989 and the unification of Germany in 1990 underscore the importance of Americans' understanding of the geopolitical role of Germany in the world community today. As Europe continues its move toward full economic and political union, the understanding of citizens in the United States regarding Germany's key role in the process becomes increasingly relevant. Participants in this workshop will receive up-to-date information about Germany and strategies for teaching this information to students at the elementary, middle and secondary levels. The materials deal not only with unification but also include the broader perspective of German culture, politics, economics, and daily life. Participants will receive copies of lesson plans appropriate to their school level as well as wall maps, video presentations, color transparency kits, and posters for the social studies classroom.

### **SAMPLE ELEMENTARY WORKSHOP ABSTRACT**

Germany provides a rich context for the comparative study of families, neighborhoods and communities, both past and present. Lessons written by Georgia educators based on a study/travel seminar in 1993 will be distributed which examine these traditional U.S. topics from an international perspective. The series of five lessons with accompanying transparencies addresses the following topics: physical and cultural geography; basic needs of food, clothing and shelter; community services and community helpers; transportation and communication; political symbols; and migration of people.

*Please send suggestions for revisions or additions to this manual to*

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*Workshop Leader's Manual For*  
**GERMANY SINCE UNIFICATION**

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**DETAILED AGENDA  
FOR WORKSHOP LEADER**

- 8:30 - 9:00                   REGISTRATION AND COFFEE
- 9:00 - 9:30                   WELCOME AND INTRODUCTIONS  
*Why are we here?*  
--People Search  
--Workshop Objectives  
--Nametag Activity
- 9:30 - 10:30                 SETTING THE STAGE  
*Why study Germany?*  
--Brainstorming Session  
*What is the geographic setting (physical and cultural)?*  
--Comparative Size/Population Density Activity  
--Perspective Taking Activities  
--Cultural Collage Poster Activity  
*What is the historical setting?*  
--Photo Analysis Activity  
--Berlin video
- 10:30 - 10:45               Break
- 10:45 - 11:30               THE INSTRUCTIONAL UNIT -- PART I  
*How are the materials organized?*  
--Scavenger Hunt  
--Structure of Lessons  
--Lesson Analysis
- 11:30 - 12:30               Lunch
- 12:30 - 1:30                THE INSTRUCTIONAL UNIT -- PART II  
*How are the materials to be implemented?*  
--Teach Sample Lessons
- 1:30 - 2:15                 SUPPORT MATERIALS  
*What other materials are available?*  
--Outreach Centers, Cultural Institutes, Consulates
- 2:15 - 2:45                 PLANNING AND IMPLEMENTING LOCAL WORKSHOPS  
*How can I share these materials with colleagues?*  
--Materials Order Form
- 2:45 - 3:00                 WRAP UP AND QUESTIONS  
*Where do I go from here?*  
-- Workshop Evaluation

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## **WELCOME AND INTRODUCTIONS**

Time Frame: 30 minutes

- Materials:
- People Search (1 copy per participant)
  - Name Card (1 card per participant, 1 transparency)
  - Workshop Objectives (1 transparency)
  - Workshop Agenda (1 copy per participant)

**Step 1**  
(10 minutes) Distribute the "People Search" worksheets to participants as they register and/or enter the room. Explain that they have 10 minutes to find as many people in the room as they can who are able to provide answers to the questions. Upon finding someone who can provide an answer, have that person write the answer in the appropriate box and his or her name on the line below. Remind everyone that they can only answer one question on another person's worksheet.

**Step 2**  
(10 minutes) After 10 minutes has elapsed, ask everyone to be seated and open the program by welcoming the participants to the workshop on Germany since unification. Next randomly call on participants to answer the twelve questions. For example, ask, "Who has an answer for number \_\_\_ on your sheet? Tell us the answer and identify the person who gave it to you." The workshop leader can use this activity as an opportunity to elaborate on each topic and determine what participants already know about Germany.

To introduce the wall maps and model their use, refer to the maps when participants respond to squares 2, 4, 5, 7, 9, 11 and 12.

### **EXAMPLE:**

<u>Square</u>	<u>Map Reference</u>
2, 5	Identify the 16 "Länder" or "states"
4	Locate ancestral homes
7, 11, 12	Locate the cities
9	Locate places visited

The physical map could be used by participants who have visited Germany to describe topography of various regions. The two maps can be compared to determine how geography influenced the establishment and growth of selected cities.

## **WELCOME AND INTRODUCTIONS (continued)**

**Step 3  
(5 minutes)**

To build relationships among participants (and to help them learn more about one another than their names), distribute name cards to each participant and give them the following assignment by saying:

- a. In the center of the card write your first name large enough to be read from at least 12 feet away.
- b. In the upper left-hand corner, write the names of two places: where you were born and your favorite place.
- c. In the upper right-hand corner, write a word or short phrase that comes to mind to complete the phrase "When I think of Germany, I think of..."
- d. In the lower left-hand corner, write one of the most common stereotypes about Germany.
- e. In the lower right-hand corner, write a word or short phrase which describes how you think your students can benefit from learning about Germany since unification.

Display the Name Card Transparency to give a quick summary of what the participants should be writing on their cards. Monitor to see that they all understand what to do. When they finish, ask participants to introduce themselves to the workshop participants at their table by "explaining" the card.

**Step 4  
(5 minutes)**

Share the objectives of the workshop with the participants and invite them to ask questions or make comments at any time. Briefly review the agenda to give a general overview of the program. Orient participants to the location of the restrooms and telephones.

### PEOPLE SEARCH

**DIRECTIONS** Find someone who can sign-off on one of the following tasks. A colleague may sign only one of the tasks on your sheet.

<p>1</p> <p>Name the current Chancellor of Germany</p> <hr/>	<p>2</p> <p>Explain the meaning of "11 + 5 = 1"</p> <hr/>	<p>3</p> <p>Name the two houses of the German legislature</p> <hr/>
<p>4</p> <p>Has German ancestry</p> <hr/>	<p>5</p> <p>Name three German Länder</p> <hr/>	<p>6</p> <p>Explain the significance of October 3, 1990</p> <hr/>
<p>7</p> <p>Distinguish the status of Bonn and Berlin</p> <hr/>	<p>8</p> <p>Has experience planning and leading workshops for teachers</p> <hr/>	<p>9</p> <p>Has visited Germany</p> <hr/>
<p>10</p> <p>Explain the significance of November 9, 1989</p> <hr/>	<p>11</p> <p>Name five major cities in Germany</p> <hr/>	<p>12</p> <p>Identify the year of the Munich Olympic Games</p> <hr/>

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**PEOPLE SEARCH  
KEY**

1. Helmut Kohl	2. The 11 states of the west plus the 5 states in the east makes a single Germany	3. Bundestag (lower house) and Bundesrat (upper house)
4. Answers will vary.	5. Answers will vary.	6. Day of German unification
7. Bonn is the seat of government; Berlin is the capital	8. Answers will vary.	9. Answers will vary.
10. Opening of the Berlin Wall	11. Answers will vary.	12. 1972



# **GERMANY**

## *Since Unification*

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Place Born  
and  
Favorite Place

When I think of  
Germany  
I think of.....

# FIRST NAME

One of the common  
stereotypes about  
Germany is....

Students should learn  
about contemporary  
Germany because....

## **WORKSHOP OBJECTIVES**

### **Participants will ...**

- increase their awareness and understanding of contemporary Germany (cultural, geographic, political, economic);**
- review instructional materials for use in social studies classrooms;**
- develop plans for implementing an inservice workshop at the building or district level.**

**WORKSHOP AGENDA**

- 8:30 - 9:00            **REGISTRATION AND COFFEE**
- 9:00 - 9:30            **WELCOME AND INTRODUCTIONS**  
*Why are we here?*
- 9:30 - 10:30          **SETTING THE STAGE**  
*Why study Germany?*  
*What is the geographic setting (physical and cultural)?*  
*What is the historical setting?*
- 10:30 - 10:45         **Break**
- 10:45 - 11:30         **THE INSTRUCTIONAL UNIT -- PART I**  
*How are the materials organized?*
- 11:30 - 12:30         **Lunch**
- 12:30 - 1:30          **THE INSTRUCTIONAL UNIT -- PART II**  
*How are the materials to be implemented?*
- 1:30 - 2:15            **SUPPORT MATERIALS**  
*What other materials are available?*
- 2:14 - 2 :45           **PLANNING AND IMPLEMENTING LOCAL WORKSHOPS**  
*How can I share these materials with colleagues?*
- 2:45 - 3:00            **WRAP UP AND QUESTIONS**  
*Where do I go from here?*

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## SETTING THE STAGE

Time Frame: 60 minutes

- Materials:
- "Reasons for Studying the Federal Republic of Germany" (transparency)
  - "Comparing Cultures" (transparency)
  - Berlin video
  - Comparative Map Kit (transparencies)
  - Cultural Collage Poster and Key
  - Copies of all lesson plan kits

**Step 1**  
(10 minutes) Lead a brainstorming session by asking participants to generate a list of reasons for studying Germany. The workshop leader should record reasons stated by participants on a chalkboard, flip-chart or overhead projector. If you need help getting them going, a "starter list" of reasons can be found on page 10 of this manual with detailed "talking notes" found on pages 11 and 12.

**Step 2**  
(10 minutes) Use the Comparative Map Transparencies found in the Appendix of this manual to review Germany's geography, its location in Europe, and its location and size relative to the United States. Additional resources to support this activity include:

- Overview of Germany
  - ▶ Lesson 4, Activity 1
    - Transparencies 11 and 11A "Photo of Europe"
- Geography of Germany
  - ▶ Lesson 1, Activity 1
    - Worksheet 1.1 "The World"
    - Transparency 1 "Germany in Europe"
  - ▶ Lesson 2, Activity 3
    - Transparency 5 "Population Density"
    - Handout 2.1 "German Population Tree"
  - ▶ Lesson 4, Activity 1
    - Worksheet 4.1 "Map of Continental United States"
    - Worksheet 4.2 "Map of Europe"
    - Transparency 8 "Foreigners in Germany"

**Step 3**  
(5 minutes) In addition to physical geography, participants should also examine Germany from a cultural perspective. To dramatize the point of cultural perspective taking, use Transparencies 3 and 4 from Overview of Germany. Ask participants to generate a list of adjectives describing their reaction to each picture and then share these responses. Debrief the activity by comparing the two lists of adjectives. Generally, the lists differ in that the Statue of Liberty photo elicits words of emotion and patriotism, while the photo of the Brandenburg Gate will elicit words which are less emotional and more factual descriptions of the architecture. A German responding to these same photographs would probably respond in a reverse manner.

Stress to participants that being able to see issues and events from multiple perspectives helps us better understand our own perspective. Indeed, many

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## **SETTING THE STAGE (continued)**

citizens of the former GDR view issues related to German unification differently from citizens in western Germany.

**Step 4  
(10 minutes)** To help participants identify stereotypes, place them into groups. Give each group a copy of the Cultural Collage Poster and have them identify as many items as they can. As participants seem to be nearing the point where they can not identify further items, distribute a key to each group. Make the point that there are many varied impressions of Germany which must be considered. Transparencies 1 and 2 from the Overview of Germany provide additional examples.

**Step 5  
(10 minutes)** Lesson 1, Activity 2 from the Overview of Germany which deals with characteristics of Germans from the perspective of Americans, the British, the French and the Germans themselves provides an opportunity to discuss generalizing and stereotyping other cultures. Use Handout 1.1, "German National Character" to demonstrate this point.

Use the "Comparing Cultures" transparency on page 14 of this manual to put closure on the idea of perspectives and comparative studies issues.

**Step 6  
(15 minutes)** To establish a historical context for studying German unification, teach Geography of Germany, Lesson 5, Activity 2 [Handout 5.1 "Analysis of Three Photographs"]. This activity places the unification of Germany into the broader historic context of the global democratization movement.

Conclude this portion of the workshop by showing the Berlin videotape and debrief by asking such questions as:

- What did you learn from the video that you didn't know before?
- What things did you find of particular interest?
- What are some ideas for using the video in the classroom?
- How could students benefit from seeing this video?

### **WHY STUDY GERMANY?**

- **Germany is a prime mover in European integration.**
- **Germany is geographically located in the center of Europe with political, economic, and social windows that open *East and West*.**
- **Germany is an industrial giant in Europe and one of the three leading exporting nations in the world.**
- **Germany can be studied as a model of post World War II reconstruction and a microcosm of "cold war" conflict.**
- **Germany serves as a model for emerging nations and for Europe.**
- **Germany has provided a legacy of literary and political thought that has impacted the evolution of Western Civilization.**
- **Germany is the ancestral home to millions of immigrants to the United States.**
- **Germany, for many years a "nonimmigration" country, now must learn to deal with increasing problems with alien minorities.**
- **Germany and the United States have common problems; a comparative analysis can help both nations find appropriate solutions.**
- **Germany offers a case study in contrast and contradiction--it has freely offered the world its people and its artistic and scientific genius; it has also been at the source of devastating war and unparalleled genocide.**

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## **WHY STUDY GERMANY?**

### ***Transparency Notes***

The study of Germany within an emerging European Community and a greater Europe is crucial for social studies classes in U.S. schools for at least ten good reasons (although almost any one of them will do by itself).

#### **1. Germany Is A Prime Mover in European Integration**

West Germany has been a prime mover and promoter of European union ever since the inception of the European Community in 1957. Late last year, when the train of European unity was threatened with derailment, the now-united Germany got it back on track. The new Germany favors a Europe of diverse identities and traditions, a "cathedral with many chapels." Its neighbors and partners agree with the strategy of having a European Germany, not a German Europe, emerge from the end of the cold war and German unification.

#### **2. The Land of the Middle**

Germany is located at the very center of the continent of Europe (see figure 1, page 171). It is the country with the greatest number of neighbors - altogether nine: Poland and the Czech Republic to the east and southeast, Austria and Switzerland to the south, France, Luxembourg, Belgium, and the Netherlands to the west, and Denmark to the north. The latter five countries are currently members of the European Community, two of the other four, Austria and Switzerland, are predominantly German speaking, and two, Poland and the former Czechoslovakia, are former Communist countries with a long tradition of cross-fertilization with German culture.

#### **3. A Vulnerable Economic Giant**

Germany is the largest economy in Europe and, in proportion to its size and population, the leading export nation in the world. The United States and Japan, both considerably larger states (by three times and one and one-half times, respectively), export significantly less. Like Japan, though, Germany is highly dependent on other countries for raw materials, energy, and a good portion of its highly skilled labor force.

Stagnant markets in Europe and a global recession are potentially harmful to this export-oriented economy, as are attacks on foreigners at home. The attacks, triggered by high unemployment and mass migration, send the wrong signals to Germany's trading partners and evoke the specters of the past. The success of the experiment of German unification is not only a problem for Germans.

#### **4. A Model for Reconstruction and Cold War Conflict Management**

Germany's recovery, after total defeat and destruction in World War II, is exemplary and a thought-provoking case study by itself or in comparison to Japan, a country allied to Germany during the war that was defeated and later reconstructed with the intervention of the United States. Both countries rose from the ashes to become the principal U.S. competitors.

Germany, furthermore, has been the frontier country during the cold war, a symbol of the division of the world and of Europe-epitomized by the Berlin Wall (1961-89) and of the Western resolve to withstand Soviet Russia's expansion. The Berlin Airlift of 1948-49, conducted by the U.S. Air Force after a Soviet blockade of the city, as well as the stationing of hundreds of thousands of U.S. and NATO troops at the continental divide on German soil for the past fifty years, have united people in Germany and the United States in a common pursuit of their foreign and security policies.

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## **WHY STUDY GERMANY?** *Transparency Notes (Continued)*

### **5. A Model for Emerging Nations and for Europe?**

Uniting two halves of a country that had been forcefully kept apart for more than forty years is a rare political, social, economic, and cultural experiment. Other still-divided nations (such as China, Korea, Lebanon, and Cyprus) as well as those now emerging out of the breakdown of former empires and multiethnic states that have to reshuffle in mixes other than their prior compositions, are concerned observers of the German unification process. Will it be possible to let "grow together what belongs together" (in the words of former West German Chancellor Willy Brandt) in one generation's lifetime?<sup>1</sup> How will Germany handle its dual legacy of totalitarian episodes, one fascist, one communist? Will Germany's new muscle evoke old fears of a hegemonical threat to Europe, or even the world? Most importantly, German unification - its speed, cost, and rate of success - will teach us something about the prognosis of European unification.

### **6. Germany's Cultural Legacy to Europe and the United States**

To study the sources of European and U.S. intellectual history and major developments in the arts and sciences, it is not enough to look, as it is frequently the case in U.S. schools, to the British and French traditions. Significant contributions to our contemporary understanding of the world and to our enjoyment of artistic achievements have their origins in Germany.

Famous Germans who excelled in their respective disciplines and who deserve further investigation in the context of a number of subject matters and school activities include: philosophers (Leibniz, Kant, Hegel, Nietzsche, Schopenhauer, Marx); the Protestant theologian and reformer Martin Luther; classical poets and dramatists (Goethe, Schiller); Nobel Prize for literature recipients (Hauptmann, Mann, and Hesse); musicians (Bach, Handel, Haydn, Mozart, Beethoven, Schubert, Wagner, Strauss); painters (Dürer, Friedrich, Becmann, Kollwitz); architects (Schinkel, Roebing, Gropius); mathematicians (Gauss, Frege); scientists (Koch, Virchow, Einstein, Heisenberg); and engineers (Daimler, Porsche, and von Braun).

### **7. The Country of Origin of Many U.S. Citizens**

Since 1683, when German settlers founded Germantown in Pennsylvania, and especially during the nineteenth and twentieth centuries, Germans have emigrated to the United States and settled primarily in the Midwest (predominantly in Saint Louis, Milwaukee, Chicago, and Cincinnati) and in New York and Baltimore. Germans significantly enriched U.S. culture, especially in preschool (kindergarten) and higher education (primarily through the forced exile of German-Jewish academicians during the 1930's who found a new home at universities and colleges in the United States). The Johns Hopkins University in Baltimore, Maryland, was founded in 1876 on the model of a German research university, the Humboldt University of Berlin.

Today, approximately one-fourth of all U.S. citizens trace their ancestry, at least partially, to German roots. According to the 1990 U.S. Census, for example, 52 percent of the population in Wisconsin claim family ties to Germany.



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## **WHY STUDY GERMANY? *Transparency Notes (Continued)***

### **8. A Multicultural Society?**

The United States and Canada have been called classical immigration countries. They have championed, with pride, their respective melting-pot and mosaic models and heritages of assimilation and acculturation of immigrants. Officially, Germany has been a "nonimmigration" country, with a largely homogeneous society and compatibly diverse cultural traditions.

Inquiring into the validity of these traditional assumptions is appropriate for kindling student interest. Rising problems with increasing, and increasingly fragmented, alien minorities in both the United States and Germany will lead to useful comparisons that will help students understand the origins of prejudice, hate and xenophobia.

### **9. A Case Study for Overcoming Stereotypes**

Unmasking stereotypes is a crucial step toward international understanding. The images of Germany in the United States and, conversely, of the United States in Germany lend themselves to a study of stereotypes and their origins because Germany and the United States have been linked in many ways over the past 220 years. Immigration, travelogues, and tourism in one direction, and occupation, more tourism, and decades of Hollywood films and television series in the other, have created stereotypical images of the two countries in their respective populations.

### **10. A Mystery or a Country like Any Other?**

Germany has freely offered the world its people and its artistic and scientific genius. The country has also been at the source of devastating war and unparalleled genocide. It is a case study in contrast and contradictions, in confrontation and reconciliation, in nationalistic isolation and international cooperation.

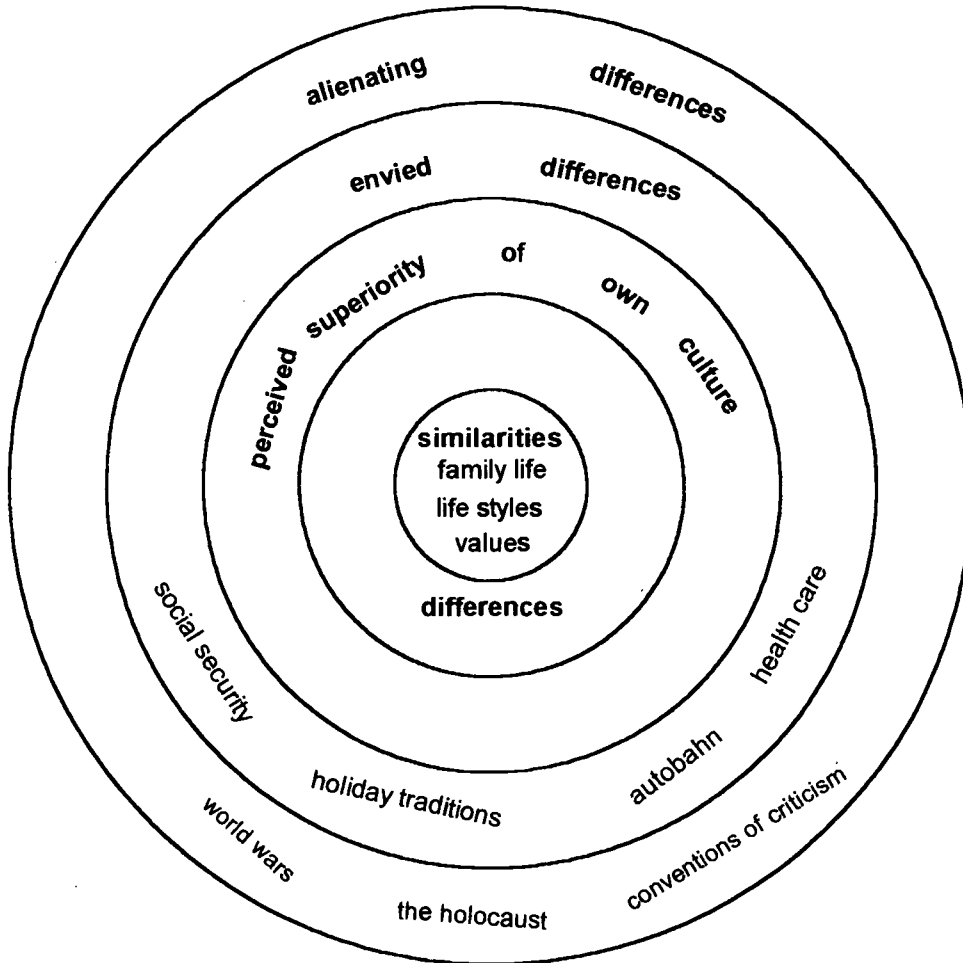
Germany today means Goethe *and* Goebbels, Hitler *and* Hoelderlin, Eichmann *and* Einstein. Germany produced the rockets that destroyed part of London and Coventry and "the ultimate driving machines." It built the Berlin Wall and tore down the Iron Curtain and the borders between the countries of Western Europe. Its long history is checkered and still not very well understood, but the past forty-five years of the Federal Republic are a model of stability and peaceful coexistence.

### **Note**

<sup>1</sup>From a television interview with former Chancellor Willy Brandt at the opening of the Brandenburg Gate on November 9, 1989

Written by **Mike McKinnon**, Curriculum Coordinator for Social Studies and Foreign Language, Janesville School District, Janesville, Wisconsin.

## COMPARING CULTURES



Adapted from a diagram by Martin Seletzky, Ohio Department of Education

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## THE INSTRUCTIONAL UNIT--PART I

Time Frame: 45 minutes

- Materials:
- Instructional Unit (1 per participant)
  - Scavenger Hunt Worksheet (1 per participant per group, per kit)
  - Structure of the Lessons (1 Transparency)
  - Lesson Analysis (5 transparencies)

Step 1  
(15 minutes) Divide the workshop participants into five groups and assign each group a number from one to five. Each group will be assigned one of the resource guides to review as follows.

- Group 1 - *A Kid Like Me Across the Sea*
- Group 2 - *Communities and Regions in Germany*
- Group 3 - *Overview of Germany*
- Group 4 - *Geography of Germany*
- Group 5 - *Cultural Reflections*

Distribute the lessons and give participants a few minutes to look through the materials. Explain that in order to familiarize themselves with the materials, they are going to go on a "scavenger hunt." Distribute the Scavenger Hunt worksheets for each participant to complete. Debrief by asking such questions as:

- Did you learn something new about Germany?
- Are the lessons organized in a format which is easy to follow?

The workshop leader should review the answers to the Scavenger Hunt and refer to the program's Table of Contents for a general overview of the unit. The "Structure of the Lessons" transparency can be used to explain the format of the materials.

Step 2  
(30 minutes) All five groups will use the "Lesson Analysis" worksheet to guide their lesson evaluation and subsequent preparation of a short oral synopsis of the unit to share with the other groups. Each group will record its answers on the transparency provided and select a group member to report to the entire audience. This will provide all participants with an overview of the lessons in the resource guides.

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***A KID LIKE ME ACROSS THE SEA***  
**SCAVENGER HUNT**

**Directions:** Use your copy of the lessons to answer the following questions.

1. How many topics are addressed in this unit? How many lessons?
2. On what page would you find a picture of "Schloss Bellevue," the home of the German president?
3. What suggestion is made for the use of Handout 2.3 of Topic 2, Lesson 4?
4. List five people who immigrated to the United States from Germany.
5. How many photographs are in the "Photo File on Lisa Berger?" How are they to be used?
6. Which lesson provides students the opportunity to apply mathematical skills related to converting and spending money in Germany?
7. The names of the four seasons in the German language are:
8. Where is the key to Topic 4, Lesson 2, Worksheet 4.2 found?
9. Why are there three different world maps for Topic 1, Lesson 1, Worksheet 1.1?
10. Are there restrictions placed on the duplication of these lessons?

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**COMMUNITIES AND REGIONS IN GERMANY  
SCAVENGER HUNT**

**Directions:** Use your copy of the lessons to provide the information requested.

LESSON 1  
Germany in Numbers

*Purpose:* \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

LESSON 2  
The German Landscape

*Purpose:* \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

LESSON 3  
Traveling Through Germany

*Purpose:* \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Match the state with its associated learning activity.

- |  |                                       |
|--|---------------------------------------|
| _____ 1. Schleswig-Holstein            | a. photograph interpretation activity |
| _____ 2. Berlin                        | b. film activity                      |
| _____ 3. Bavaria                       | c. sight-seeing activity              |
| _____ 4. Saxony                        | d. time line activity                 |
| _____ 5. Mecklenburg-Western Pomerania | e. interpreting chart/table activity  |
| _____ 6. North Rhine-Westphalia        | f. cooking activity                   |

APPENDIX

*Purpose:* \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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**OVERVIEW OF GERMANY  
SCAVENGER HUNT**

**Directions:** Use your copy of the resource guides to answer the following questions.

1. How many lessons are there in the *Overview of Germany* resource guide? How many activities?
2. Which lesson and activity numbers in *Overview of Germany* deals with political symbols?
3. What information is provided in Transparency 11 of *Overview of Germany*?
4. Describe what Activity Four of Lesson Three in *Overview of Germany* includes.
5. According to the answer key on proverbs in *Overview of Germany*, what is the American equivalent to the German saying, "He who digs a trap for others will fall into it himself"?
6. What suggestion is made for the use of Handout 2.2 in Lesson 2, Activity 5?
7. What documents are used as the basis for Lesson 3, Activity 1?
8. According to the government organization chart, how many members serve in the Bundestag? How long do they serve?
9. Which lesson calls for the use of a decision making chart? What is its purpose?
10. Are there restrictions placed on the duplication of these lessons?

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**THE GEOGRAPHY OF GERMANY  
SCAVENGER HUNT**

**Directions:** Use your copy of the resource guides to answer the following questions.

1. How many lessons are there in the *Geography of Germany* resource guide? How many activities?
2. Match each of the following geography themes with the lesson in *Geography of Germany* which addresses it.

PLACE:

HUMAN-ENVIRONMENT INTERACTION:

REGION:

3. What topic does Lesson Four, Handout 4.2 address in *Geography of Germany*?
4. What is the purpose of Lesson 1, Activity 2, Handout 1.3 in *Geography of Germany*?
5. According to Transparency 8 of *Geography of Germany*, what percentage of foreigners in Germany are from Turkey?
6. Which lesson in *Geography of Germany* contains a timeline of events related to German unification?
7. What suggestion is made for the use of Worksheet 3.4 in Lesson 3, Activity 4?
8. How many newspapers are quoted with views on the unification of Germany?
9. Which activity in Lesson 4 asks students to draw circles with a 500 mile and 1000 mile radius on a map of the United States and a map of Europe?
10. Are there restrictions placed on the duplication of these lessons?

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***CULTURAL REFLECTIONS***  
**SCAVENGER HUNT**

**Directions:** Use your copy of the resource guides to answer the following questions.

1. How many topics are addressed in this unit? How many activities?
2. What is the average number of vacation days given to German workers? How many hours in the typical work week?
3. What is the purpose of the Likert Scale found in Lesson 3, Activity 5?
4. Who is the author of the article "Quality, Affordable Health Care?"
5. Excerpts from which documents are needed in order for students to complete Lesson 2, Activity 1?
6. What are the three tracks of schooling available to students after they finish elementary school?
7. What two documents are found on Transparency 15A?
8. What is the most popular cultural activity of Germans?
9. Which activity in Lesson 2 presents scenarios which ask students to determine for which party a citizen might vote?
10. Are there restrictions placed on the duplication of these lessons?



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## SCAVENGER HUNT KEYS

### A Kid Like Me Across the Sea

1. 4 units, 20 lessons
2. page 101
3. examine photos and make a list of events which occur at a German school
4. Levi Strauss, Werner von Braun, Peter Zenger, Baron Friedrich Wilhelm von Steuben, Carl Schurz, Henry Kissinger
5. 18 photographs used to examine a "day in the life of " a German child
6. Topic 4, Lesson 4
7. Frühling, Sommer, Winter, Herbst
8. page 97
9. maps allow students to look at the world from three perspectives
10. no copyright restrictions for classroom use

### Communities and Regions

1. Lesson 1 gives a statistical overview of Germany's location, size, population, climate, etc.
2. Lesson 2 gives an overview of the geography and topography of Germany
3. Lesson 3 is a series of scenarios describing a driving tour across Germany 's regions and cities
  - Schleswig-Holstein = interpreting chart/table activity
  - Berlin = photograph interpretation activity
  - Bavaria = cooking activity
  - Saxony = film activity
  - Mecklenburg-  
Western Pomerania = sightseeing activity
  - North Rhine-Westphalia = time line activity
4. The Appendix contains the transcripts of the slide/tape programs

### Overview of Germany

1. 4 units, 22 activities
2. Lesson 2, Activities 5 and 6
3. satellite photo of Europe, Levi Strauss, Werner von Braun, Peter Zenger, Baron Friedrich 4.
4. it includes a simulation of the formation of a state government
5. "What goes around comes around" in Lesson 1, Worksheet 1.3 key
6. find common elements in selected state seals of the U.S. and German states and explain what they say about the culture and values of a particular society
7. Preambles to the U.S. Constitution and the Basic Law of Germany
8. 656 members who serve for 4 years
9. Lesson 4, Activity 4; to determine the best site in Germany at which to build a home improvement store
10. no copyright restrictions for classroom use

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## **SCAVENGER HUNT KEYS**

### **The Geography of Germany**

1. 5 units, 18 lessons
2. Place - Lesson 2  
Interaction - Lesson 3  
Region - Lesson 5
3. The Basic Law of Germany as it relates to immigration and citizenship
4. To establish the importance of geographic location with regard to trade, transportation and other economic/political factors
5. 33.9%
6. Lesson 5, Activity 2, Teacher Resource 5.2
7. Decision making/role play activity regarding environmental pollution
8. 10 newspapers
9. Activity 1
10. no copyright restrictions for classroom use

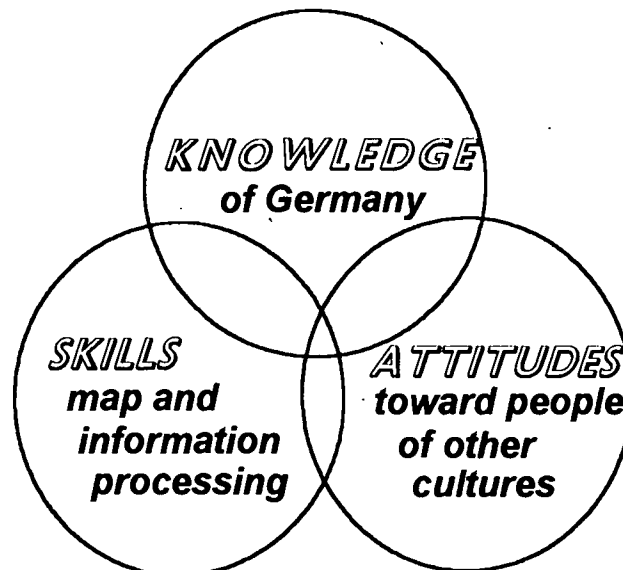
### **Cultural Reflections**

1. 3 units, 18 activities
2. 31 vacation days; 38.5 hour work week
3. to classify quotes regarding the asylum agreement and show that Germany has a free press with differing points of view
4. Bill Clinton
5. The U. S. Constitution and the Basic Law of Germany
6. Hauptschule, Realschule, Gymnasium (page 67)
7. report card and student schedule
8. opera
9. Activity 2
10. no copyright restrictions for classroom use

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## ***STRUCTURE OF THE LESSONS***

- LESSON TITLE**
- LESSON OBJECTIVES**
- MATERIALS AND RESOURCES**
- BACKGROUND INFORMATION**
- ACTIVITIES**
- ATTACHMENTS**
  - **HANDOUTS**
  - **WORKSHEETS**
  - **TEACHER RESOURCES**



## **LESSON ANALYSIS**

- 1. What makes these lessons "work"?**
- 2. What obstacles are there to the successful use of these lessons? How can the lessons be adapted?**
- 3. What content and skills must students apply to learn from these lessons?**
- 4. Where could these lessons fit into the curriculum?**

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## SUPPORT MATERIALS

Time Frame: 45 minutes

- Materials:
- The Week in Germany (multiple back issues)
  - Focus on Germany (multiple back issues)
  - "Materials Commonalties" Transparency
  - Facts About Germany (1 copy per participant)
  - Correlation of Lesson Topics (1 worksheet per participant)
  - List of Resources (1 worksheet per participant)

Step 1  
(10 minutes) Divide the participants into groups of 5 or 6 members. Give one-half of the groups back issues of The Week in Germany and the other half copies of Focus on Germany. Ask the groups to scan the issues for common features and to generate a list of instructional uses for these publications. The "Materials Commonalties" transparency contains a list of the common elements of the publications.

Let participants know that to have their name added to the mailing list to receive these publications they need to write to:

German Information Center  
950 Third Avenue  
New York, NY 10022  
(212) 888-9840

Step 2  
(30 minutes) An excellent resource for background content which supports the "Overview" and "Geography" instructional units is Facts About Germany. Distribute copies of the book to groups of 3 or 4 members along with the Correlation worksheets. Have students work together to create a chart referencing appropriate page numbers from Facts About Germany to the instructional units.

Step 3  
(5 minutes) Use current periodicals to continue the discussion of current happenings in Germany. Editorial cartoons, columns, and/or news stories serve as excellent sources for initiating discussion. In addition, distribute copies of the "List of Resources" which participants may use to request additional print materials from a wide range of organizations. The list begins on page 29 of this manual.

## **MATERIALS COMMONALTIES**

### ***The Week in Germany***

**Headlines (page 1)**  
**Politics (page 2)**  
**The Press (page 3)**  
**Economics (pages 4-5)**  
**Miscellaneous (pages 6-7)**  
**Photograph (page 8)**

### ***Focus on Germany***

**German History**  
**Culture and Museums**  
**Personality Portraits**  
**Customs, Folklore, Traditions**  
**Fairy Tales**  
**Armed Forces and Defense Policy**  
**Leisure Time, Tourism, Travel**  
**German Cuisine and Wines**  
**Occupations and Vocational Training**  
**Art and Architecture**

Available from: German Information Center  
950 Third Avenue  
New York, NY 10022  
(212) 888-9840

**CORRELATION OF LESSON TOPICS FROM  
GEOGRAPHY OF GERMANY TO FACTS ABOUT GERMANY**

LESSON	ACTIVITY	TOPIC	FACTS ABOUT GERMANY
1	1	Germany's Location in the World	_____
1	2	Germany's Location in Europe	_____
2	1	<i>Physical Features of Germany</i>	_____
2	2	<i>German Population Pyramid</i>	_____
2	3	<i>Population Density in Germany</i>	_____
2	4	<i>Population Distribution in Germany</i>	_____
3	1	Land Use in Germany	_____
3	2	Industrial Areas in Germany	_____
3	3	Pollution in Germany	_____
3	4	The Environment	_____
4	1	<i>Foreigners in Germany</i>	_____
4	2	<i>Immigration to Germany</i>	_____
5	1	Regions in Germany	_____
5	2	German Unification	_____
5	3	Opening the Berlin Wall	_____
5	4	East German Perspectives on Unification	_____
5	5	East German Perspectives on Unification	_____
5	6	World Press Views on Unification	_____

**CORRELATION OF LESSON TOPICS FROM  
 OVERVIEW OF GERMANY TO FACTS ABOUT GERMANY**

LESSON	ACTIVITY	TOPIC	FACTS ABOUT GERMANY
1	1	Impressions of Germans	_____
1	2	Perspective Taking	_____
1	3	Student Cultural Attitudes	_____
1	4	German Proverbs	_____
1	5	Great Men of German Culture	_____
2	1	<i>Locating the Germany States</i>	_____
2	2	<i>Describing the German States</i>	_____
2	3	<i>Historic Sites in Germany</i>	_____
2	4	<i>Town Names in Germany</i>	_____
2	5	<i>State Coats of Arms &amp; Great Seals</i>	_____
2	6	<i>National Symbols</i>	_____
3	1	The Basic Law--Preamble	_____
3	2	Principles of German Federal Govt	_____
3	3	Structure/Organization of Federal Govt	_____
3	4	State Government Elections	_____
3	5	Structure/Organization of State Govt's	_____
4	1	<i>Germany's Location in Europe</i>	_____
4	2	<i>Geophysical Features of Europe</i>	_____
4	3	<i>Transportation in Germany</i>	_____
4	4 & 5	<i>Waterways, Highways, Railways</i>	_____
4	6	<i>Establishing Sister City Relationships</i>	_____



## LIST OF RESOURCES

### General Background Reading

Copies of the following publications may be obtained free of charge from:

German Information Center, 950  
Third Ave., 24th Floor, New York,  
NY 10022

*Facts about Germany.* Frankfurt, Germany:  
Societäts-Verlag, annual.

*Germany and the USA.* New York:  
German Information Center, 1989.

*Germany: Constitution and Legal System.*  
Bonn, Germany: Press and  
Information Office of the German  
Federal Government, 1991.

*Germany: Country and People.* Bonn,  
Germany: Press and Information  
Office of the German Federal  
Government, 1992.

*Germany: Elections, Parliament, and  
Political Parties.* New York: German  
Information Center, 1990.

### Audiovisual Resources

Modern Talking Picture Scheduling  
Center  
5000 Park Street N.  
St. Petersburg, FL 33709  
(800) 243-6877

### Periodicals and Articles

*The Magazine from Germany, Oskar's, and  
German Life* are colorful, upbeat magazines  
from Germany that highlight contemporary  
topics and personalities. Highly appropriate  
for classroom use, they contain a variety of  
episodic pieces, photo essays, and extended  
features of interest to students of an  
emerging Europe. For subscription  
information contact the nearest  
Goethe-Institut.

*The Week in Germany* An eight-page weekly  
news bulletin in English that features current  
perspectives on political, economic, and  
miscellaneous news from Germany.  
Readable, concise, and focused on a menu  
of topics of interest to both social studies and  
second language educators.

Both are available from:  
German Information Center  
950 Third Avenue  
New York, NY 10022  
(212) 888-9840

### German Government and Cultural Institute Offices

Embassy of the Federal Republic of  
Germany  
4645 Reservoir Road, NW  
Washington, DC 20007-1998  
(202) 298-4000

German Information Center  
950 Third Avenue  
New York, NY 10022  
(212) 888-9840

Goethe-Institut  
City Center Building  
Suite 210  
220 East Huron  
Ann Arbor, MI 48104  
(313) 996-8600

Goethe-Institut  
German Cultural Center  
400 Colony Square  
Street Level  
Atlanta, GA 30361-2401  
(404) 892-2388

Goethe-Institut  
German Cultural Center for New England  
170 Beacon Street  
Boston, MA 02116  
(616) 262-6050

Goethe-Institut  
German Cultural Center  
401 N. Michigan Avenue  
Chicago, IL 60611  
(312) 329-0917

Goethe-Institut  
559 Liberty Hill  
Pendleton House  
Cincinnati, OH 45210  
(513) 721-2777

Goethe-Institut  
German Cultural Center  
3120 Southwest Freeway  
Suite 100  
Houston, TX 77098  
(713) 528-2787

Goethe-Institut Los Angeles  
5700 Wilshire Blvd,  
Suite 110  
Los Angeles, CA 90036  
(213) 525-3388

Goethe-Institut New York  
1014 Fifth Avenue  
New York, NY 10028  
(212) 439-8700

Goethe-Institut  
530 Bush Street  
San Francisco, CA 94108  
(415) 391-0370

Goethe-Institut  
Mutual Life Building  
605 First Avenue, Suite 401  
Seattle, WA 98104  
(206) 622-9694

Goethe-Institut  
326 North Euclid Avenue  
2nd Floor South  
St. Louis, MO 63108  
(314) 367-2452

Goethe-Institut Washington  
1607 New Hampshire Avenue  
Washington, DC 20009-2562  
(202) 319-0702

## Organizations

American Association of Teachers of German  
112 Haddontowne Court 104  
Cherry Hill, NJ 08034  
(609) 795-5553

American Institute for Contemporary German  
Studies  
Suite 350  
11 Dupont Circle, NW  
Washington, DC 20036  
(202) 332-9312

American Council on Germany  
Suite 606  
14 E. 60th Street  
New York, NY 10022  
(212) 826-3636

German Internship Programs  
Professor George K. Romoser  
PO Box 345  
Durham, NH 03824  
(603) 862-1778

German Marshall Fund of the United States  
Suite 750  
11 Dupont Circle, NW  
Washington, DC 20036  
(202) 745-3950

German Studies Association  
Arizona State University  
Tempe, AZ 85287-4205  
(602) 965-9011

Max Kade Institute for German-American  
Studies  
University of Wisconsin  
818 Van Hise Hall  
1220 Linden Drive  
Madison, WI 53706  
(608) 262-2192

Max Kade Institute for Austrian, German, and  
Swiss Studies  
University of Southern California  
THH 402 University Park  
Los Angeles, CA 90089-0351  
(213) 743-2280

Institute for German-American Relations  
Suite 102  
9380 McKnight Road  
Pittsburgh, PA 15237  
(412) 364-7752

Institute for the Study of German-American  
Relations  
Dr. William McDonald  
University of Virginia  
Dept. of Germanic Languages and Literatures  
108 Cocke Hall  
Charlottesville, VA 22903  
(804) 924-6695

Institute of Texas-German Studies  
University of Houston  
German Department  
4800 Calhoun Road  
Houston, TX 77004  
(713) 749-2159 / 63

Society for German-American Studies  
Don Heinrich Tolzmann  
Langsam Library, ML33  
University of Cincinnati  
Cincinnati, OH 45221  
(513) 556-1859

Unites States Information Agency  
German-American Contact Staff  
301 4th Street, SW  
Washington, DC 20547  
(202) 619-6184

Alexander von Humboldt Foundation (AvH)  
1350 Connecticut Avenue, NW  
Washington, DC 20036  
(202) 296-2990

German Academic Exchange Service  
(DAAD)  
19th Floor  
950 Third Avenue  
New York, NY 10022  
(212) 758-3223

German Historical Institute  
1607 New Hampshire Avenue, NW  
Washington, DC 20009  
(202) 387-3555

Konrad Adenauer Foundation  
2005 Massachusetts Avenue, NW  
Washington, DC 20036  
(202) 986-9460

Friederich Ebert Foundation  
Suite 111  
1133 15th Street, NW  
Washington, DC 20005  
(202) 331-1819  
or  
27th Floor  
950 Third Avenue  
New York, NY 10022  
(212) 688-8770

Friedrich Naumann Foundation  
1759 R Street, NW  
Washington, DC 20009  
(202) 667-4885

Hanns Seidel Foundation  
Suite 355  
214 Massachusetts Avenue, NE  
Washington, DC 20002  
(202) 546-4744

### **Consulates-General**

Marquis Two Tower, Suite 901  
285 Peach Tree Center Avenue NE  
Atlanta, GA 30303  
(404) 659-4760 / 61 / 62  
(serves AL, GA, MS, NC, SC, TN)

Suite 500  
Three Copley Place  
Boston, MA 02116-6505  
(617) 536-4414  
(serves CT, ME, MA, NH, RI, VT)

Monroe Building, 10th Floor  
Suite 3200  
676 N. Michigan Avenue  
Chicago, IL 60611  
(312) 580-1199  
(serves IL, IA, KS, MN, MO, NE, ND, SD, WI)

Edison Plaza, Suite 2100  
660 Plaza Drive  
Detroit, MI 48226-1849  
(313) 962-6526  
(serves IN, KY, MI, OH)

Suite 1850  
1330 Post Oak Boulevard  
Houston, TX 77056-3818  
(713) 627-7771  
(serves AR, NM, OK, TX)

Suite 500  
6222 Wilshire Blvd.  
Los Angeles, CA 90048  
(serves CA, AZ)

Suite 2210  
100 N. Biscayne Boulevard  
Miami, FL 33132  
(305) 358-0290  
(serves FL)

225 Baronne Street  
New Orleans, LA 70112  
(504) 569-4289  
(serves LA)

460 Park Avenue  
New York, NY 10022  
(212) 308-8700  
(serves NY, NJ, PA, CT, Puerto Rico)

1960 Jackson Street  
San Francisco, CA 94109  
(414) 775-1061  
(serves CA, HI, NV, UT, CO, WY)

One Union Square Building  
600 University Street  
Seattle, WA 98101  
(206) 682-4313  
(serves AK, ID, MT, OR, WA)

### **German Schools**

Deutsche Schule New York  
50 Partridge Road  
White Plains, NY 10605  
(914) 948-6513

German American School San Francisco  
275 Elliot Drive  
Menlo Park, CA 94025  
(415) 324-8617

Deutsche Schule Washington DC  
8617 Chateau Drive  
Potomac, MD 20854  
(301) 365-4400

Carl Duisberg Society (CDS International, Inc.)  
330 7th Avenue  
New York, NY 10001  
(212) 760-1400

CDS International Inc.  
3475 Lenox Road NE  
Atlanta, GA 30326  
(404) 239-9495

CDS International Inc.  
Midwest Regional Office  
Suite 201  
309 W. Washington Street  
Indianapolis, IN 46024  
(317) 637-1280

### **Chambers of Commerce**

German American Chamber of Commerce  
31st Floor  
40 W. 57th Street  
New York, NY 10019  
(212) 974-8830

Suite 620  
3475 Lenox Road NE  
Atlanta, GA 30326  
(404) 239-9494

Suite 1030  
555 San Felipe  
Houston, TX 77056  
(713) 877-1114

Suite 600  
104 S. Michigan Avenue  
Chicago, IL 60603  
(312) 782-8557

Suite 1112  
3259 Wilshire Boulevard  
Los Angeles, CA 90010  
(213) 381-2236 / 7

Suite 910  
465 California Street  
San Francisco, CA 94104  
(415) 392-2262

Representative of German Industry and Trade  
One Farragut Square S., NW  
Washington, DC 20006

German National Tourist Office  
c/o German American Chamber of Commerce  
104 S. Michigan Avenue, Suite 600  
Chicago, IL 60603-5978  
(312) 782-8557

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## **PLANNING AND IMPLEMENTING LOCAL WORKSHOPS**

Time Frame: 30 minutes

Materials: Transparencies

- Conceptualizing A Workshop
- Making Logistical Arrangements
- Planning the Workshop
- Critiquing the Plan
- How to Ensure an Effective Presentation

Worksheet

- Troubleshooting: What Do You Do When . . .

***Please note that this activity is addressed to the workshop leader conducting a workshop for future workshop leaders. Please skip this section if you are leading a workshop for classroom teachers who will NOT be leading a repeat workshop.***

Step 1: Review the contents of each transparency to review the  
(10 minutes) steps to be followed in planning and implementing a workshop.

Step 2: Distribute copies of the worksheet "Troubleshooting: What  
(20 minutes) Do You Do When..." for participants to complete. A discussion should follow.

**STEP 1**  
**GETTING ORGANIZED**

- **identify the target audience**
- **set date and time several weeks in advance;  
inform potential participants**
- **obtain suitable site (building/room) with  
moveable tables and chairs for group activities**
- **arrange for needed audiovisual equipment (VCR  
and Overhead Projector)**
- **prepare name tags, registration forms,  
refreshments, evaluation forms, etc. (if needed)**
- **prepare adequate quantities of handouts and  
other materials for distribution**
- **prepare transparencies needed for the workshop  
presentation**

**STEP 2**  
**PLANNING THE WORKSHOP**

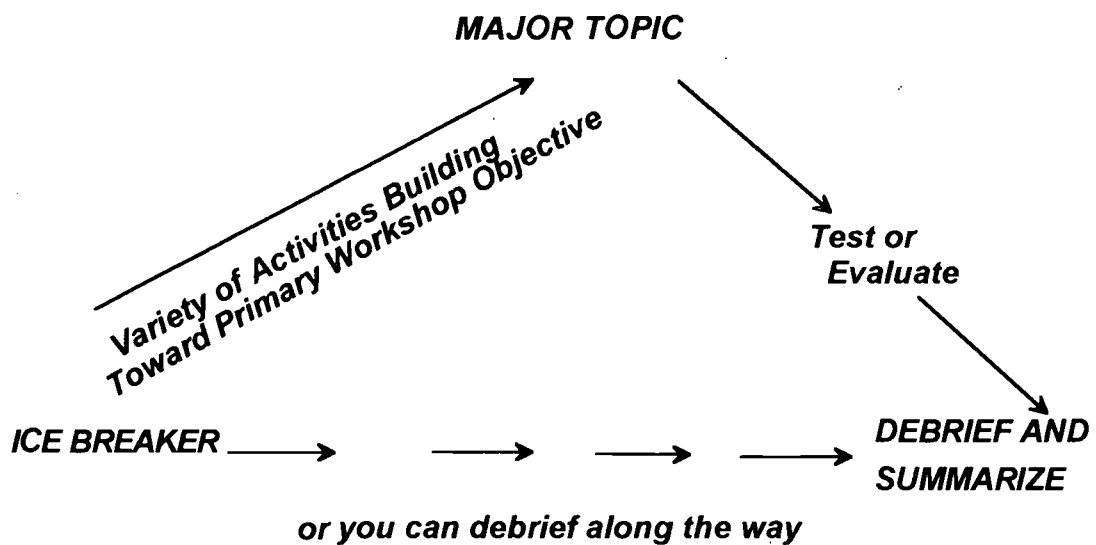
- **set the stage (share objectives; review agenda; lead get-acquainted activity)**
- **conduct the workshop (hands-on activities; vary group size; supply background information)**
- **debrief (connect activities to objectives of the workshop)**
- **evaluate (gather data on effectiveness of materials and effectiveness of presenter)**



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**STEP 3**  
**CRITIQUING THE PLAN**

- **Is the amount of work realistic given the time frame?**
- **Do the activities fit the topic and measure the objectives?**
- **Does the workshop have varied activities?**
- **Are there provisions for debriefing and summarizing?**



**STEP 4**  
**HOW TO ENSURE AN EFFECTIVE PRESENTATION**

- **Arrive at the workshop site early**
- **Greet participants as they enter the room**
- **Start on time**
- **Get someone to assist you**
- **Don't overwhelm your participants with "everything you know"**
- **Maintain a high level of participant involvement; don't read to your audience**
- **Be aware of the time of day; be sensitive to participant needs for breaks**
- **Be aware of the makeup of your audience (teachers, curriculum supervisors, administrators)**
- **Use humor to relax participants and defuse problems with equipment, facilities, etc.**
- **Finish within the allotted time**

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**DESIGNING AND IMPLEMENTING A WORKSHOP**  
*Checklist*

***A. Getting Organized***

- \_\_\_\_\_ 1. Have you identified the audience? What do they already know about Germany since unification?
- \_\_\_\_\_ 2. Have you set the date and time and provided this information to potential participants several weeks in advance?
- \_\_\_\_\_ 3. Have you obtained a suitable site with moveable tables and chairs for group activities?
- \_\_\_\_\_ 4. Have you arranged for needed audiovisual equipment (VCR and Overhead Projector)?
- \_\_\_\_\_ 5. Have you prepared name tags, registration forms, refreshments, evaluation forms, etc. (if needed)?
- \_\_\_\_\_ 6. Have you prepared adequate quantities of handouts and other materials for distribution?
- \_\_\_\_\_ 7. Have you made your overhead transparencies? Have you ordered supplemental resource materials?

***B. Planning the Workshop***

- \_\_\_\_\_ 8. Have you prepared activities to "set the stage" for the workshop (share objectives; review agenda; lead get-acquainted activity)?
- \_\_\_\_\_ 9. Have you planned activities to implement the workshop (hands-on activities; vary group size; supply background information)?
- \_\_\_\_\_ 10. Have you planned processes for debriefing the learning experiences (connect activities to the objectives of the workshop)?
- \_\_\_\_\_ 11. Have you planned an evaluation (gather data on effectiveness of the materials and effectiveness of the presenter)?

***C. Critiquing the Plan***

- \_\_\_\_\_ 12. Is the amount of work realistic given the time frame?
- \_\_\_\_\_ 13. Do the activities fit the topic and measure the objectives?
- \_\_\_\_\_ 14. Does the workshop have varied activities?
- \_\_\_\_\_ 15. Are there provisions for debriefing and summarizing?

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**DESIGNING AND IMPLEMENTING A WORKSHOP**  
***PRELIMINARY DISTRICT/REGION PLAN FOR WORKSHOP***

1. Who will be invited to your workshop?
  - elementary school social studies teachers
  - middle school social studies teachers
  - high school social studies teachers
2. Which materials will be presented at your workshop?
  - A Kid Like Me Across the Sea** [Elementary]
  - Communities and Regions in Germany** [Elementary]
  - Overview of Germany** [Middle]
  - Geography of Germany** [High]
  - Cultural Reflections** [High]
  - Germany in Europe: Enduring Issues** [High]
  - Learning About Our World: Germany** [K-12, two volumes]
  - Common Ground** [K-12, if German language teacher in school/system]
  - Maps of Germany (3' x 5')** [1 Political and 1 Physical]
  - Culture Collage Poster (3' x 5')**
  - Berlin videotape** [VHS]
  - Facts About Germany** [Teacher Handbook]
3. What organizations/individuals in your district/region can provide assistance?
  - Regional Education Service Agencies
  - school principal/assistant principal
  - curriculum director
  - social studies department chair
  - geographic alliance teachers
  - college/university professors
4. What type of assistance can these organizations/individuals provide?
  - get on existing workshop agenda
  - provide list of interested teachers
  - endorse teacher participation in workshop
  - co-sponsor workshop
5. What are some possible dates/locations for the workshop?
  - city \_\_\_\_\_
  - sponsoring/cooperating organization \_\_\_\_\_

## **TROUBLESHOOTING: WHAT DO YOU DO WHEN . . . ?**

1. One of the participants reacts to the materials or presentation in a negative manner?
2. The length of the presentation is too short? too long?
3. A participant asks a question and you do not know the answer?
4. You see that you are beginning to lose the attention of the group?
5. The overhead projector burns out and the replacement bulb doesn't work?
6. A participant makes an off-color or inappropriate suggestion or comment?
7. A participant provides an answer or remark that is completely inaccurate or misleading?
8. Other?

## **WRAP UP, QUESTIONS EVALUATION**

**Time Frame:** 15 minutes

- Materials:**
- "Workshop Objectives" Transparency
  - Evaluation Form (1 per participant)
  - "Materials Request Card" (1 per participant)

**Step 1**  
(10 minutes) Review the workshop objectives using the transparency from the morning session. Then ask such questions as:

- Based on what you've seen and heard today, do you have any questions concerning the implementation of the instructional materials?
- How do these instructional materials fit with existing curriculum?
- Which specific activities would you most enjoy teaching? Why?
- Which specific activities would your students most enjoy? Why?
- How do you plan to incorporate these instructional materials into your lesson plans?

**Step 2**  
(5 minutes) Ask participants to complete the evaluation form.

**Step 3**  
(Optional) Finally, distribute the Materials Order Form to participants who plan to replicate this workshop in their own school district.

## WORKSHOP EVALUATION

In an effort to evaluate the effectiveness of this workshop and to provide for future improvements, please complete the form below. Please circle the number that represents your opinion.

	LOW				HIGH
1. To what degree were the instructional methods of the workshop presenters effective in achieving the workshop objectives?					
▪ increase awareness and understanding of developments in contemporary Germany	1	2	3	4	5
▪ review instructional materials for use in social studies classrooms.	1	2	3	4	5
▪ begin development of plans for conducting workshops at the building or district level.	1	2	3	4	5
2. To what degree were the grade-level appropriate materials distributed adequate for meeting your classroom needs?	1	2	3	4	5
3. To what degree were the facilities [workshop site, meals, breaks, hotel accommodations, etc.] adequate in supporting the goals of the workshop?	1	2	3	4	5
4. To what degree was the overall workshop program effective?	1	2	3	4	5

Please complete each statement.

5. The strengths of this workshop were....

6. This workshop would be better if....

Please write any additional comments on the back of this sheet.

---

## MATERIALS EVALUATION OF THE INSTRUCTIONAL KIT

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Specify Title Here

### PART I - USE OF MATERIALS

Please complete either Section A or Section B. If you complete Section A, please skip to Part III.

#### SECTION A

\_\_\_\_\_ I do not plan to use this resource material because:

\_\_\_\_\_ The topic does not relate to the course(s) I teach.

\_\_\_\_\_ The activities are not adaptable (too easy/too difficult) for the ability level of my students.

\_\_\_\_\_ Other (please specify) \_\_\_\_\_

#### SECTION B

\_\_\_\_\_ I have used/plan to use this resource material in the grade(s) checked:

___ 6th	___ 10th	___ U.S. History	___ Current Affairs
___ 7th	___ 11th	___ World History	___ Geography
___ 8th	___ 12th	___ Government	___ Behavioral Sciences
___ 9th	___ College	___ Economics	___ Other (specify)

### PART II - RATE THE FOLLOWING

1. How useful are the suggested teaching activities in the lesson plan book?

Very Useful				Useless
5	4	3	2	1

2. How helpful was the workshop in preparing teachers to use the materials?

Very Helpful				Useless
5	4	3	2	1

3. Overall, how effective was the "package" of materials in helping your students learn about contemporary Germany?

Very Effective				Useless
5	4	3	2	1

### PART III - IMPROVEMENTS

How could future instructional materials be improved so that they would be more beneficial to teacher and students? (Use the back of this sheet.)

Please return this completed form to:

**Goethe House New York  
Promotion Department  
1014 Fifth Avenue  
New York, NY 10028**





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**ATTENDANCE FORM  
For Mailing List**

{Complete this form to be notified of future educational materials}

**Location of Workshop** \_\_\_\_\_

**Date of Workshop** \_\_\_\_\_

Name \_\_\_\_\_

Name \_\_\_\_\_

Title \_\_\_\_\_

Title \_\_\_\_\_

Organization/School \_\_\_\_\_

Organization/School \_\_\_\_\_

Address \_\_\_\_\_

Address \_\_\_\_\_

City/State/Zip \_\_\_\_\_

City/State/Zip \_\_\_\_\_

Name \_\_\_\_\_

Name \_\_\_\_\_

Title \_\_\_\_\_

Title \_\_\_\_\_

Organization/School \_\_\_\_\_

Organization/School \_\_\_\_\_

Address \_\_\_\_\_

Address \_\_\_\_\_

City/State/Zip \_\_\_\_\_

City/State/Zip \_\_\_\_\_

Name \_\_\_\_\_

Name \_\_\_\_\_

Title \_\_\_\_\_

Title \_\_\_\_\_

Organization/School \_\_\_\_\_

Organization/School \_\_\_\_\_

Address \_\_\_\_\_

Address \_\_\_\_\_

City/State/Zip \_\_\_\_\_

City/State/Zip \_\_\_\_\_

Name \_\_\_\_\_

Name \_\_\_\_\_

Title \_\_\_\_\_

Title \_\_\_\_\_

Organization/School \_\_\_\_\_

Organization/School \_\_\_\_\_

Address \_\_\_\_\_

Address \_\_\_\_\_

City/State/Zip \_\_\_\_\_

City/State/Zip \_\_\_\_\_

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**COMPARATIVE GEOGRAPHY TRANSPARENCY MASTERS**

**TO THE TEACHER:** The materials in this appendix were developed to assist you in presenting comparative geographic data about Germany, Europe and the United States. The transparency master on the following sheets allow for the comparison of the United States - a continental power - to Germany, a much smaller country (not quite the size of Montana) that borders on nine other countries and has a population of 80 million, approximately one third of that of the United States (255 million).

Suggestions on how to use the transparency masters:

**Activity 1**

- ◆ Put the map of Europe (Master 1) on the overhead projector. Ask your students if they believe Europe to be larger or smaller than the United States; count the votes.
- ◆ Alternately superimpose the outline maps of the United States (Masters 2A and 2B) over the map of Europe. Have students decide which map shows the correct size comparison of the United States and Europe.
- ◆ Explain that Europe is larger than the United States, including Alaska and Hawaii (United States = 3,615,202 sq. mi./Europe = 4,063,000 sq. mi.). Europe's eastern border is formed by the Ural Mountains and the Ural River which flows into the Caspian Sea. The population of Europe is 640 million vs. the United States population of 255 million.

**Activity 2**

- ◆ Replace the outline of the United States with the map showing the states of the union (Master 3) superimposed on the map of Europe (Master 1).
- ◆ Point out the relative size of your state compared to Germany. Show that it is larger/smaller. Write down the respective square mileage of each on the blackboard.
- ◆ Compare your state to the other European countries that are easily identifiable (e.g. Great Britain, Italy, Spain).
- ◆ Compare the outline of Germany not just to that of your state but also to some of the larger or smaller states of the union.

**Activity 3**

- ◆ Continue to work with Masters 1 and 2. Ask your students on which latitude they would place the United States in relation to Europe. Shift the overlay of the United States (Master 2) according to the suggestions coming from the class ("higher!" "lower!" etc.).
- ◆ Place the map of the United States in the correct position: the northern border of the contiguous United States should come to lie along the 49th parallel which is indicated on the map of Europe by the line of dots stretching in an arc across the center of Europe.

- ◆ Show that the United States lies far more to the South than most of the European countries, and that Central and Northern Europe lie above, often far above, the U.S./Canadian border.
- ◆ Use a regular wall map of North America to compare latitudes of well-known European cities and United States cities. Compare climates; explain that the Gulf Stream creates this difference.
- ◆ Move the outline of the United States along the dotted line. Show how many states then come to lie over the outline of Northern Africa. Demonstrate that, for example, Miami lies about 300 miles south of the pyramids of Gizeh; that Boston lies on a similar latitude as Rome; and that much of the Southwest is on the same latitude as the Sahara.

#### Activity 4

- ◆ Put the map of Germany (Master 4) on the overhead projector. Have students identify the countries bordering Germany (there are nine). Using Master 5, have students identify the "Lander" (states) of the Federal Republic. Using Master 6, identify some of the major cities in Germany. Explain that Bremen, Hamburg and Berlin, by way of tradition, are not just cities but also federal states. Give information on population density in the U.S. and in Europe, using a familiar point of reference (e.g. your state).

	<u>Area in Sq. Mi.</u>	<u>Population</u>	<u>Population Per Sq. Mi.</u>
United States	3,615,202	255 million	69.0
Europe	4,063,000	640 million	157.5
Germany	137,788	80 million	580.5
Montana	145,388	.8 million	5.5
Your State	(see attached)		

#### Activity 5

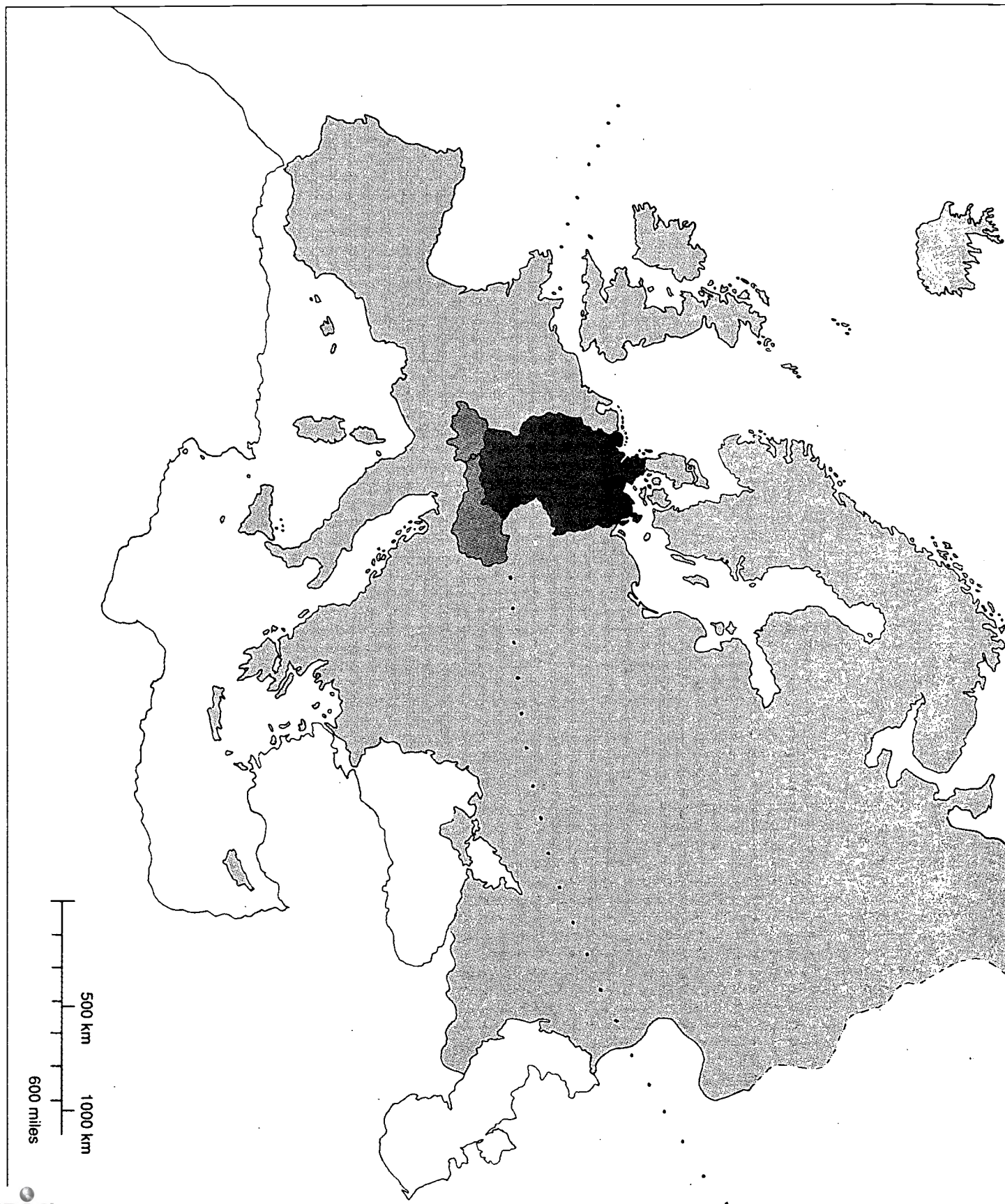
- ◆ Mark off an area of the floor approximately 6 feet by 6 feet in size. Explain that this represents the combined land area of the states of Alabama, Georgia and South Carolina. Ask three participants to stand in this area and explain that this represents the population of the three states (approximately 14.2 million people). Now add fifteen more participants to the same area. Explain that this represents the population of Germany (80 million people) on the same amount of land.
- ◆ For comparative purposes, refer to Transparency 5 "Population Density", which compares Germany with the three-state region and the United States as a whole. (NOTE: This activity may be repeated using the state of Montana, a state geographically approximately the same size as Germany but much smaller in population.)
- ◆ To verify which country or region is the most crowded, compute the population density of each. To do this, simply divide the population by the area. Conclude the activity by asking the group to list at least two advantages to living in a place with a high population density and two disadvantages.

<i>States of the Union in Alphabetical Order</i>	<i>Area in Square Miles</i>	<i>Population, 1992</i>	<i>Population per Square Mile</i>
Alabama	50,766	4,136,000	81.5
Alaska	570,833	587,000	1.1
Arizona	113,510	3,832,000	33.8
Arkansas	63,187	2,399,000	37.9
California	156,297	30,867,000	197.5
Colorado	103,598	3,470,000	33.5
Connecticut	4,872	3,281,000	673.4
Delaware	1,933	689,000	356.4
Florida	54,157	13,488,000	249.1
Georgia	58,060	6,751,000	116.2
Hawaii	6,427	1,160,000	180.5
Idaho	82,413	1,067,000	12.9
Illinois	55,646	11,631,000	209.1
Indiana	35,963	5,662,000	157.4
Iowa	55,965	2,812,000	50.2
Kansas	81,783	2,528,000	30.9
Kentucky	39,674	3,755,000	94.6
Louisiana	44,520	4,287,000	96.3
Maine	30,995	1,235,000	39.8
Maryland	9,838	4,908,000	498.9
Massachusetts	7,826	5,998,000	766.4
Michigan	56,959	9,437,000	165.7
Minnesota	79,548	4,480,000	56.3
Mississippi	47,234	2,614,000	55.3

	<i>Area in Square Miles</i>	<i>Population, 1992</i>	<i>Population per Square Mile</i>
Missouri	68,945	5,193,000	75.3
Montana	145,388	824,000	5.7
Nebraska	76,639	1,606,000	20.9
Nevada	109,895	1,327,000	12.1
New Hampshire	8,992	1,111,000	123.6
New Jersey	7,468	7,789,000	1,042.9
New Mexico	121,336	1,581,000	13.1
New York	47,379	18,119,000	382.4
North Carolina	48,843	6,843,000	140.1
North Dakota	60,299	636,000	10.5
Ohio	41,004	11,016,000	268.7
Oklahoma	68,656	3,212,000	46.8
Oregon	96,187	2,977,000	30.9
Pennsylvania	44,892	12,009,000	267.5
Rhode Island	1,054	1,005,000	953.5
South Carolina	30,207	3,603,000	119.3
South Dakota	75,956	711,000	9.4
Tennessee	41,154	5,024,000	122.1
Texas	262,015	17,656,000	67.4
Utah	82,076	1,813,000	22.1
Vermont	9,273	570,000	61.5
Virginia	39,700	6,377,000	160.6
Washington	66,512	5,136,000	77.2
West Virginia	24,124	1,812,000	75.1
Wisconsin	54,424	5,007,000	91.9
Wyoming	96,988	466,000	4.8

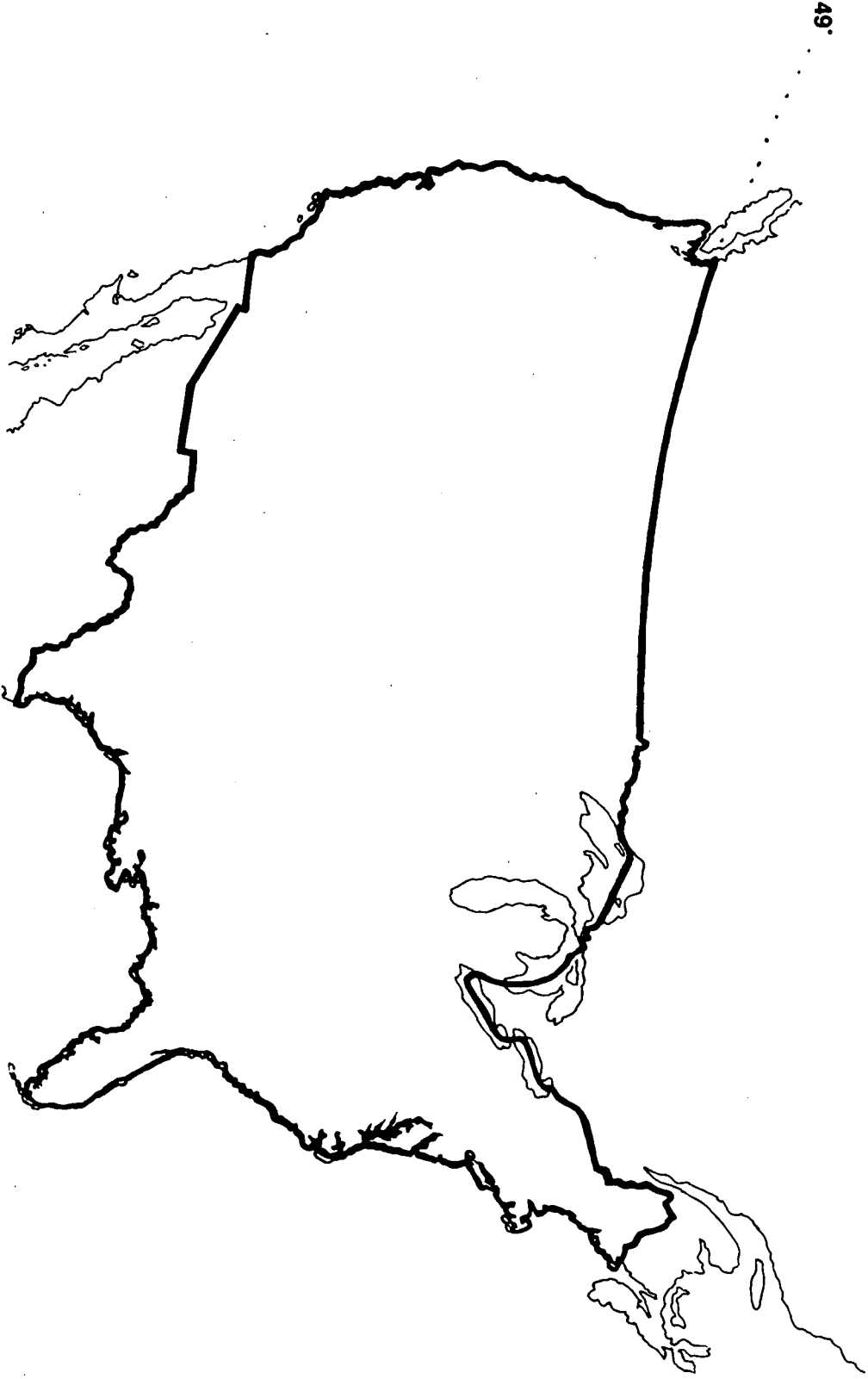
**THE UNITED STATES AND GERMANY:  
A COMPARISON**

**Master 1 for copying  
and for transparencies**



**THE UNITED STATES AND GERMANY:  
A COMPARISON**

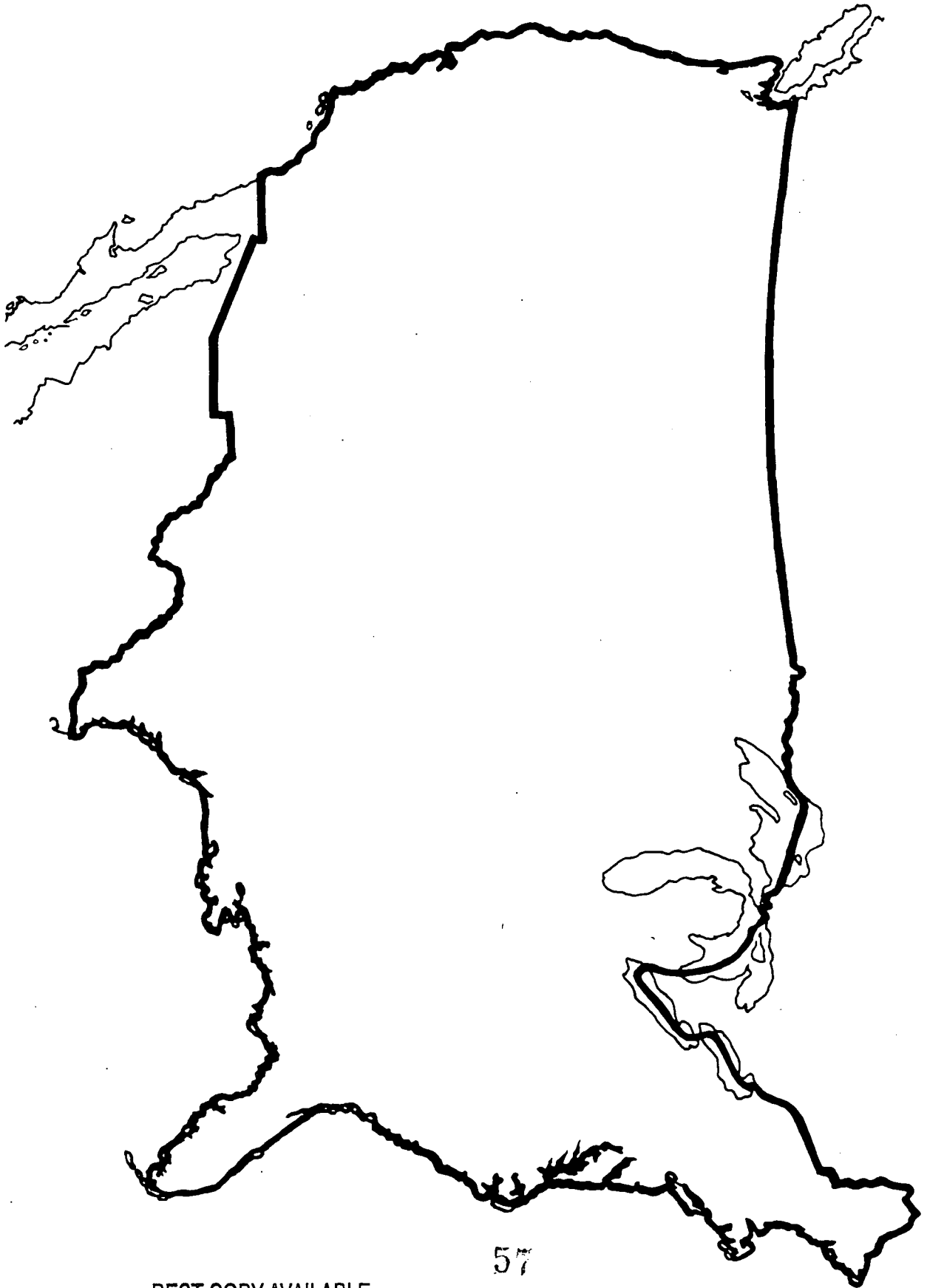
*Master 2A for copying  
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A COMPARISON**

*Master 2B for copying  
and for transparencies*



**THE UNITED STATES AND GERMANY:  
A COMPARISON**

*Master 3 for copying  
and for transparencies*

49°



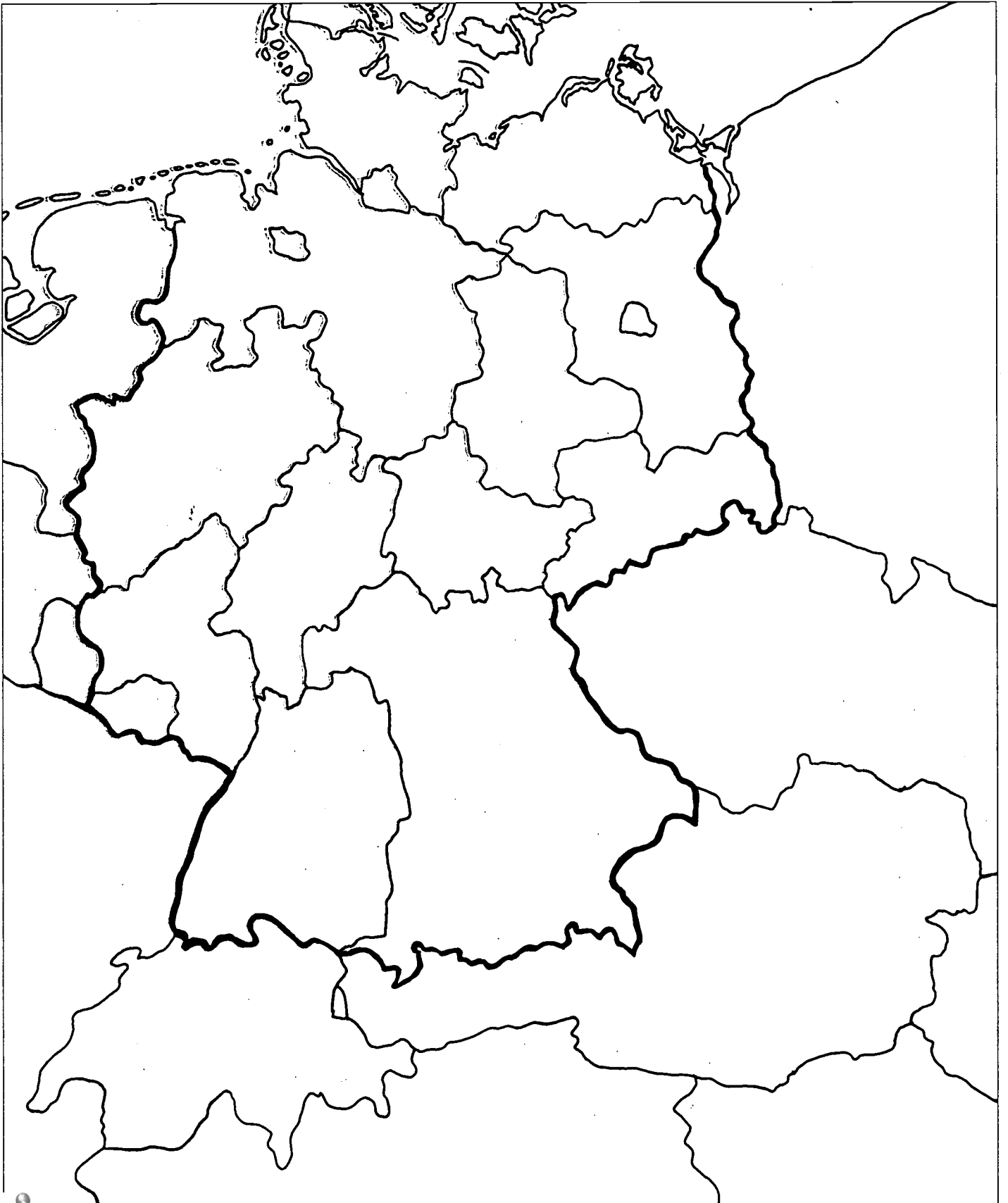
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A COMPARISON**

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