

TOP Fellow Lesson Components

OBJECTIVE:

Create an inquiry-based lesson or unit plan that will help your students learn more about contemporary Germany. Your lesson may incorporate historical context, but the topic must have a strong connection to Germany today. Use your study tour experiences for inspiration.

C3 FRAMEWORK and INQUIRY DESIGN MODEL (IDM)TM:

Choose the C3 Framework indicators relevant for the subject and grade level you teach.

<https://www.socialstudies.org/sites/default/files/2017/Jun/c3-framework-for-social-studies-rev0617.pdf>

You are encouraged to use the Inquiry Design Model (IDM)TM to help structure your plans. Design your lesson around one Compelling Question, using Supporting Questions and Formative Performance Tasks (activities or graphic organizers, for example) to scaffold your students' learning. After completing the Formative Performance Tasks, your students should feel prepared to answer the Compelling Question. <http://www.c3teachers.org/inquiry-design-model/>

FORMATTING:

- Submit as a Word document.
- Produce one self-contained document that includes all handouts.
- Attach a PowerPoint presentation (optional).
- You are producing a professional document. Please treat it as such in regards to font, font size, and line spacing.
- Your lesson should be of appropriate length and detail so that it can be 'transferable' for use and adaptation by other educators.
- Include modifications that you would recommend to help differentiate for any students with special needs, English language learners, etc.
- Provide additional resources and links so that other educators can access helpful background information.
- If any resources, artifacts, materials, etc. are not accessible to all educators, identify alternatives that would allow access to similar resources.
- All primary and secondary contributions must be properly sourced. Please consult the [MLA Style and Formatting Guide](#) for information on proper citation.

Adapted June 2018 by Jan Marie Steele from the work of Jackie Littlefield & Constance Manter for TOP, May 2014.
Goethe-Institut Washington – 1990 K Street NW, Suite 03 – Washington, DC 20006 – www.goethe.de/top

TOP Fellow Lesson

Include the following information and criteria so that other educators may adapt your lesson on contemporary Germany to use with their students. (Full instructions in template.)

Full Name: Kyle Tredinnick
School Name and Full Address: Zoo Academy 3701 S. 10 th Street Omaha, NE, 68107
Preferred Email Address: geoktred@gmail.com
Target Grade Span: Elementary (K-5), Middle (6-8), Secondary (9-12) , or Post-Secondary
Target Grade Level: 11 th -12 th
Target Course(s): AP Human Geography, World Civilizations, Global Studies, Current Issues, Human Geography
<u>Compelling Question:</u> How can a country remember its past without glorifying it? And move forward as an attempt to try to rectify the wrongs of the past?
<u>Supporting Question #1:</u> How can a country remember its past without glorifying it? And move forward as an attempt to try to rectify the wrongs of the past?
<u>Supporting Question #2:</u> Can a landscape of remembrance be built, but avoid turning sites into pilgrimages that revere unsavory aspects of a country's history?
<u>Supporting Question #3:</u> Beyond memorials how can a country try to move on past its history?
Lesson Overview: Introduce the main focus of this inquiry and how it connects to contemporary Germany. Briefly describe what your students will do to engage with this content, and list the ways they will demonstrate what they have learned.
Teacher Background Information: Background information is scattered throughout the activity for the benefit of the teacher. But one important talking point is that fact that almost all of the memorials/points of interests are points that citizens have to visit at their leisure, and have to be sought out. Only the stumbling stones, which are spread into the communities, force the citizens to interact with them as they are in the landscape and become part of the city. The Memorials and statues are in the city, but in such a manner that they are a part separated, but not necessarily part of everyday like the stumbling stones.
Suggested Time Frame: 1 block class period (80 minutes)
Materials Needed: Computer with projector set up.

NCSS Thematic Strand(s):

D2.Geo.2.9-12. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.

D2.Geo.5.9-12. Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.

Content Area Standards (State/Literacy): Nebraska State Social Studies Standards

SS 0.3.4 Students will recognize that people belong to different groups and live in different settings.

SS 0.3.4.a Identify aspects of culture within the local community and other communities (e.g., food, language, religion, celebrations, and popular culture such as food, music and sports)

SS 0.3.4.b Identify places in the community (e.g., farms, parks, houses, stores)

C3 Framework Indicators:

D2.Geo.2.9-12. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.

D2.Geo.5.9-12. Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.

Outcomes for Student Learning: Students will learn how Germany has built a designed landscape around the idea of memorializing the past, while avoiding the glorification of unsavory bits of its history. Students will examine formal and informal monuments and memorials and explain how they present the narrative of Germany’s history as part of the landscape.

Germany-related Learning Goals: Students will recognize how the usage of monuments and memorials in Germany’s landscape can help in the healing process and re-building of Germany’s collective identity in not only the physical landscape, but also in political decisions.

Compelling Question: How can a country remember its past without glorifying it? And move forward as an attempt to try to rectify the wrongs of the past?

Introductory Activity/Hook:

Project the picture below up on the white board and have students answer the follow series of questions regarding the image.

Look at the picture below and work with a partner to come up with your idea of a good explanation of what it is showing. Think of where it might be located? Why might it be located where it is? What is the purpose? How it might be connected to Germany's History? How might this connect to Germany's present?



These are Stolpersteine (Stumbling Stones), a project started by Gunter Demnig in 1992 where these bronze plaques are placed outside the former residences of victims of the holocaust. The stones are placed around European cities, to date over 60,000 stones have been laid down. Theses stones in particular mention "Hier Wohnte" (Here lived), the names of the individuals, when they were born, when they were deported, and to where (in this case they were all send to Riga in Latvia), and then the day they were murdered "ermordet" if it was known.

Supporting Question #1: How can a country remember its past without glorifying it? And move forward as an attempt to try to rectify the wrongs of the past? How are different moments of Germany's history preserved differently in the landscape?

Formative Performance Task #1:

Give students powerpoint presentation of the following pictures. For each students can work in pairs to answer the series of question below to the best that they can. Give students 2 minutes per picture to speculate with their partners on the answers and then take an additional 3 minutes discussing their answers as a class. Each photo includes Landscape information that can serve as talking points.

Student Task:

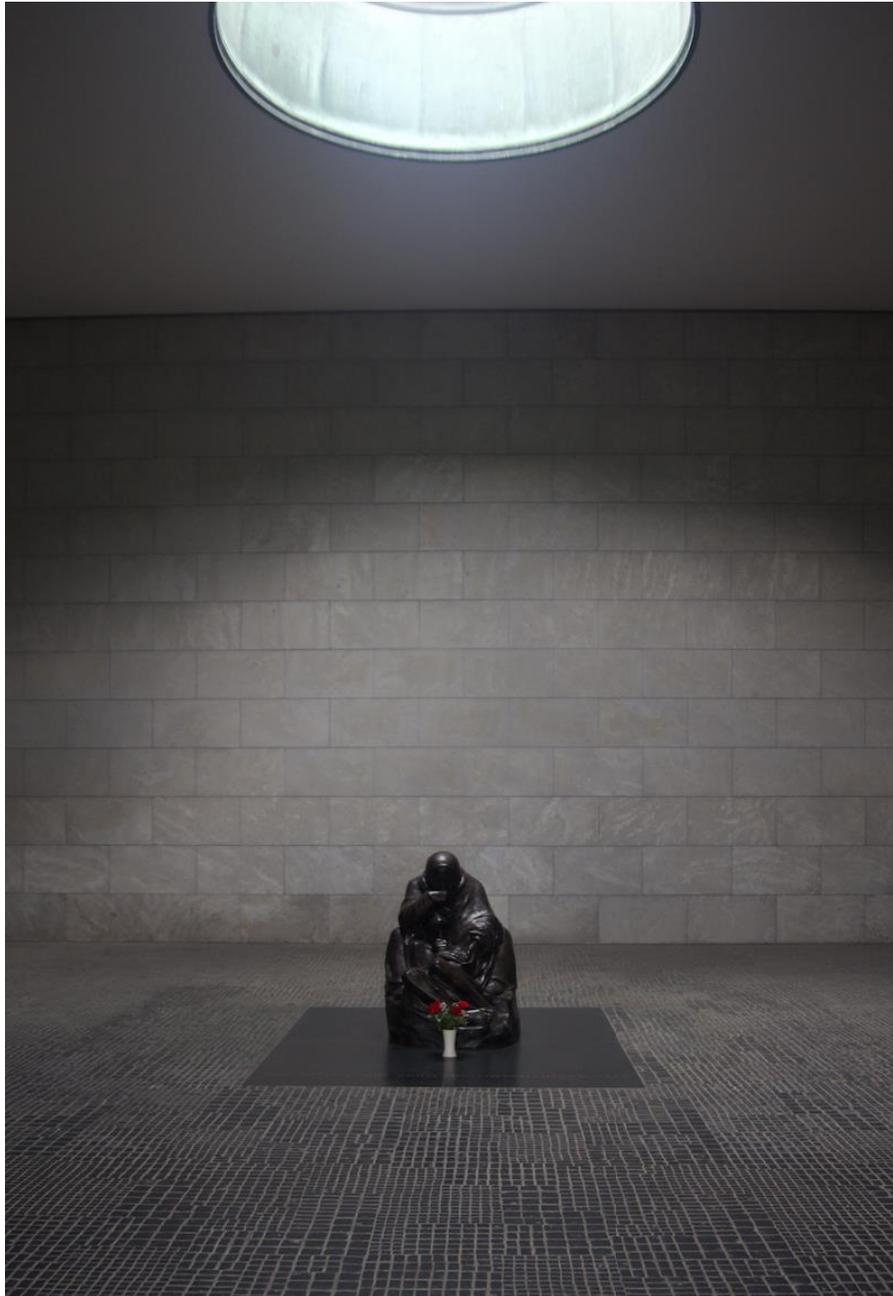
- For each picture come up with a theory on the significance,
 - What is the message that is being conveyed through the structure? Through its design how is it adding to the remembering of Germany's history?
 - How the structure adds to the landscape (what element does it add to the city which it is located in?) – Basically what type of relationship do citizens probably have with the structure

Picture 1 – Wurzburg Residence (Wurzburg, Bavaria)



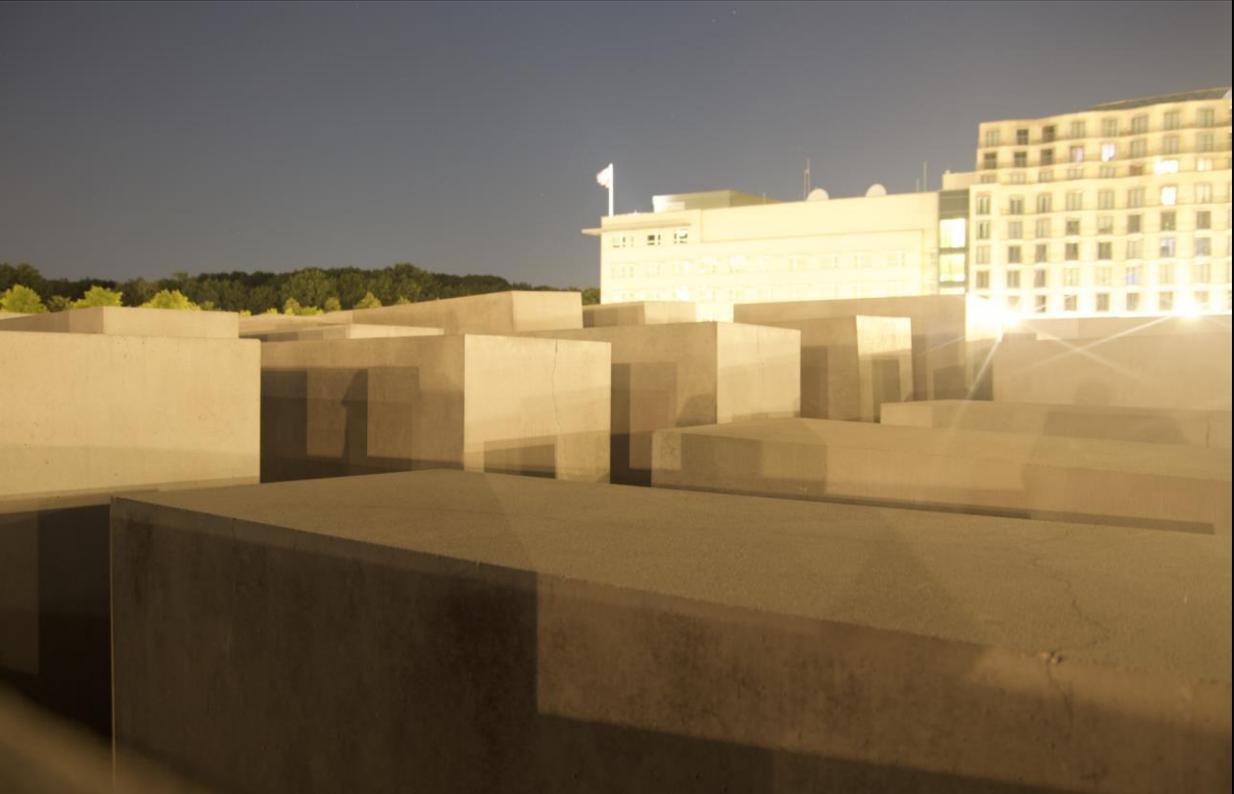
Landscape Information – The Würzburg residence is a Baroque style palace from the mid 18th century. The palace was built by the Prince-Bishop of Würzburg is now on the UNESCO World Heritage Site because of its architectural value as an example of Southern German Baroque artistic style. As a palace it is a symbol of the power and wealth of the German princes at aristocracy.

Picture 2 – Memorial to the Victims of War and Dictatorship (Berlin)



Landscape Information – The sculpture of a mother holding her dead child is located in an old guardhouse that had been converted into a memorial to those killed in war. Located along one of the main streets in Berlin (Unter den Linden) – the memorial is now dedicated to those affected by the war and the brutality of the dictatorship from World War II. The hole in the ceiling above allows rain to fall freely on the sculpture.

Picture 3 – Memorial to the Murdered Jews of Europe (Berlin)



Landscape Information – A landscape specifically designed to be open to the interpretation of the viewers. Located in central Berlin, not far from the Brandenburg gate, the memorial is not far from the bunker where Adolf Hitler ended up taking his own life towards the end of the war. Made up of different sizes of blocks, the memorial is meant to be a personal experience where visitors are encouraged to walk among them and interact with them in their own way to pay their respects.

Picture 4 – Kassberg Prison (Chemnitz)



Landscape Information: This prison has a long history in Germany, but it is primarily infamous for its use to detain political prisoners during the time of the German Democratic Republic (East Germany). It is remembered as a harsh prison for people who disagreed with the government's policies and has been kept as a memorial to those who were imprisoned here.

Picture 5 – Frederick The Great Statue (Berlin)



Landscape information: A glorification of the reign of one of Germany's predecessor states (Prussia). Frederick lives in the 18th century as an "enlightened" monarch, but is mostly known for his military conquests. The pre-Germany period of Prussia is remembered here and preserved as part of its formative period.

Picture 6 - Berlin Wall Memorial (Berlin)



Landscape information - This section of the Berlin wall was preserved at an especially emotional section of the wall, famous for heroic dashes to freedom, and fateful failures. Bernauerstrasse was also a section where West Berliners could observe life into East Berlin through an observation tower and see the stark differences in the way of life. Now the park serves as a reminder of the separation and acts as a green space. The wall memorial also features a photo wall showing the citizens, and East German soldiers who were killed during the building and defense of the wall.

Picture 7 – Memorial to the Murdered Soviet Soldiers (Sachsenhausen Concentration Camp)



Landscape Information: A reminder that the Jews were not the only ones targeted during the holocaust. This memorial sits nearby to the ovens used to burn the bodies of those killed in the camp, and the pits where resistance fighters were killed by firing squad. The building where the executions of the Soviet soldiers took place is now gone, but these rock pits sit in its place to outline the location where it once sat, then the pictures of young looking soldiers put a human face to the individuals who were killed here (over 10,000 in total).

Picture 8 – Memorial to the Victims of Sachsenhausen Concentration Camp (Sachsenhausen Concentration Camp)



Landscape Information: This sculpture sits on the site of the former ovens and execution chambers (gas chambers) used to execute mass amounts of people at Sachsenhausen concentration camp on the outskirts of Berlin. This sculpture looks at those who were forced to work, those who suffered, and those who died at the hands of the Nazis of the camp.

Featured Sources #1 (MLA citations): Photos from my personal collection – taken in between June 15th and 30th on my TOP Study Tour in Germany.

Supporting Question #2: Can a landscape of remembrance be built, but avoid turning sites into pilgrimages that revere unsavory aspects of a country's history?

Formative Performance Task #2: Take 10 minutes to have students individually theorize and then discuss the following series of questions.

1. Who is the focus of most of the memorials and monuments built and preserved in Germany?
2. What elements of Germany's recent past are not being included in this process?
3. Why are some elements preserved in a museum, but not out as part of the landscape as part of the remembrance?
4. Why might it be dangerous to have and monuments or memorials that could even be perceived to glorify Nazi Germany's past?
5. How can this designed landscape of memorials and monuments help Germany as it moves to continue on as a country?

Featured Sources #2 (MLA citations): None needed

Supporting Question #3: Beyond memorials how can a country try to move on past its history?

Formative Performance Task #3:

Read the article "Germany's Response to the Refugee Situation: Remarkable Leadership of *Fait Accompli*?" by Matthais Mayer (linked below) and have students answer the question below.

- Beyond memorialization, how has Germany's desire to rectify its past shown up in its political actions?

Featured Sources #3 (MLA citations):

Mayer, Matthais. "Germany's Response to the Refugee Situation: Remarkable Leadership or *Fait Accompli*?" *Bertelsmann Foundation*, Copyright Bertelsmann Foundation., 1 May 2016, www.bfna.org/research/germanys-response-to-the-refugee-situation-remarkable-leadership-or-fait-accompli/.

Summative Performance Task – Argument Option (Essay or Presentation):

Based on the information from today's lesson students will answer the following question by making an assertion, explaining their reasoning for why they believe their assertion, and then providing evidence in the form of references to the article or specific monuments to support their argument.

Prompt: Has Germany taken appropriate steps towards building an atmosphere of healing, but not forgetting their past? How are Germany's steps of moving on and healing present in the physical and cultural landscape of modern Germany?

Taking Informed Action: Research an element of your own community's cultural landscape that potentially glorifies a historical figure that has a controversial past and write up a position paper addressed to your local city council with suggestions on adding an educational element to better inform the community of the figure's place in American history, or a suggestion for outright removal or renaming of the element. (Ex. Statue, school building name, street name, etc...)

Modifications for Differentiation: The article is the main element which may need differentiation. Read through it and cut out elements as needed, or assign multiple student different elements of the article and have them work through it together.



This inquiry-based lesson plan format was adapted from the [IDM Blueprint Template™](#) and [Inquiry Design Model \(IDM\) – At a Glance™](#), which were created by [C3 Teachers](#) (Grant, Lee, and Swan, 2014). Changes and additions were made by the [Transatlantic Outreach Program](#) (Littlefield, Manter, and Steele, 2018). All rights are reserved under a Creative Commons license Attribution-ShareAlike 4.0 International ([CC BY-SA 4.0](#)).

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Works Cited:

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351, https://www.socialstudies.org/publications/socialeducation/november-december2013/from_inquiry_arc_to_instructional_practice. Accessed 12 June 2018.

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