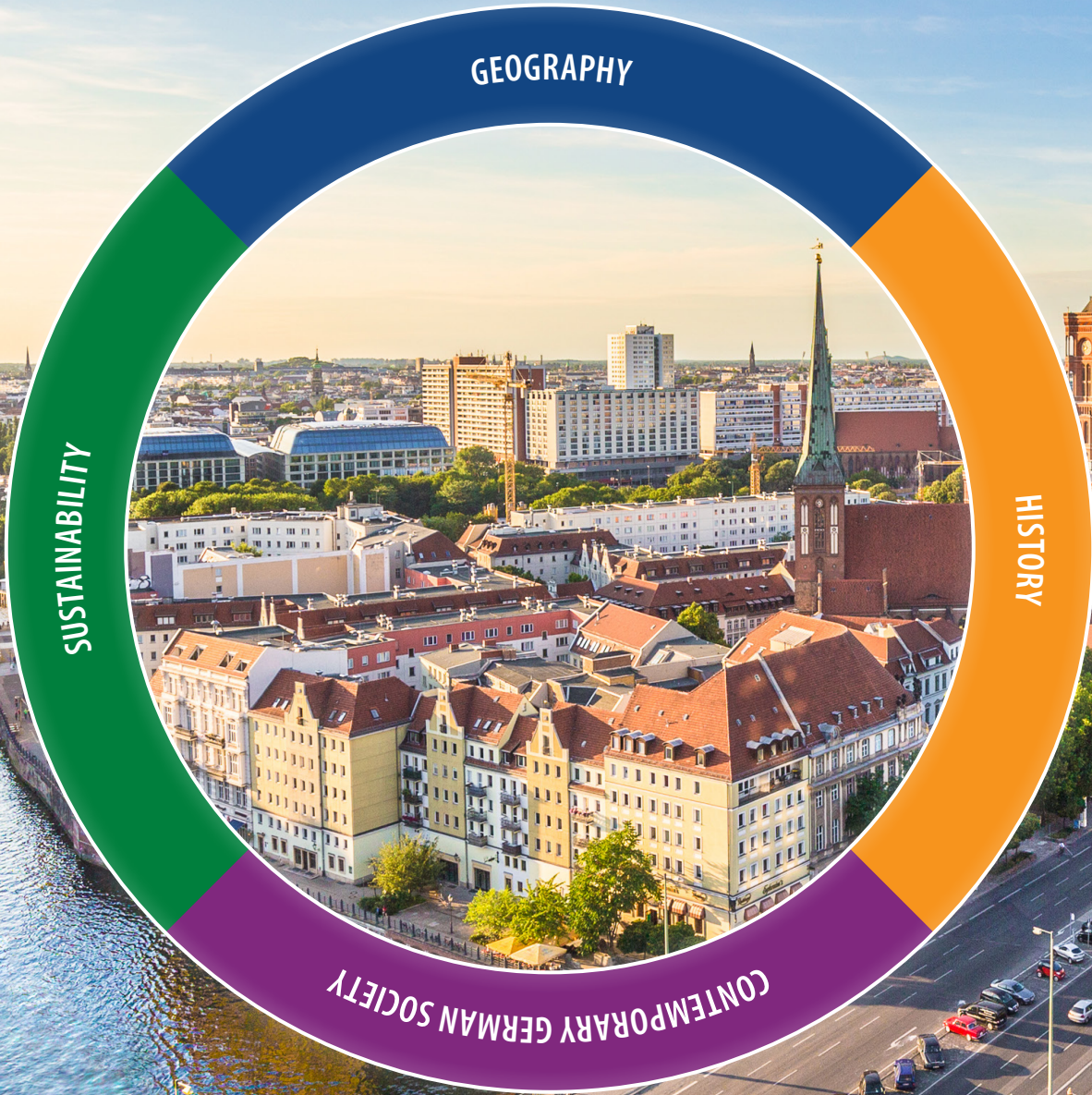


# LET'S EXPLORE MODERN GERMANY

INQUIRY EDITION

*Instructional Strategies for Middle School Educators*



***Inquiry Edition Authors:***

Curtis Anderson / Andrea Lance / Jacqueline Littlefield / Lisa Nicolaus



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# AUTHOR INTRODUCTION

Since the first edition of this book was published in 2013, Germany has experienced some significant events. These include an influx of immigrants and refugees, a political surge among populists, geopolitical instability both in and outside of the European Union, the “Fridays for Future” climate movement, demands for closer examination of Germany’s colonial history, the Covid-19 global pandemic, and the end of Angela Merkel’s four-term, sixteen-year chancellorship. The Transatlantic Outreach Program (TOP) is pleased to highlight some of these events in this “Inquiry Edition” of *Let’s Explore Modern Germany*.

*Let’s Explore Modern Germany: Inquiry Edition* is designed to provide middle school educators of social studies subjects with comprehensive inquiries on Germany — historical and contemporary — that can be easily integrated into pre-existing curricula as a means of comparison and contrast. This textbook is organized into four focus sections:

- Geography
- History
- Contemporary German Society
- Sustainability

Inquiries are designed using the Inquiry Design Model (IDM), which focuses on the main elements of the instructional design process as envisioned in the C3 Inquiry Arc Framework for Social Studies State Standards. Each inquiry poses a compelling question for students to answer by constructing an evidence-based argument. Supporting questions and formative performance tasks provide students with “a series of learning experiences that enable students to demonstrate their knowledge of content, concepts, and skills that are needed to produce clear, coherent, and evidence-based arguments.”<sup>1</sup>

The College, Career, and Civic Life (C3) Framework emphasizes the acquisition and application of knowledge to prepare students for college, career, and civic life. It intentionally envisions social studies instruction as an inquiry arc of interlocking and mutually reinforcing elements that speak to the intersection of ideas and learners. “The Four Dimensions...center on the use of questions to spark curiosity, guide instruction, deepen investigations, acquire rigorous content, and apply knowledge and ideas in real world settings to become active and engaged citizens in the 21st century.”<sup>2</sup>

Students in North American schools need to know far more about Germany and the European Union than can be learned from a few paragraphs in a typical history textbook. This is because the transatlantic partnership has been a pillar of world peace – and economic prosperity – for over 70 years since the end of the World War II. The successes of the transatlantic partnership has arguably set the stage for the society that students will enter as professionals and global citizens. *Let’s Explore Modern Germany: Inquiry Edition* is designed to provide educators with a rich selection of inquiries to challenge their students and to better prepare them for college (or an apprenticeship), career, civic life, and environmental stewardship.

We dedicate this book to the enduring transatlantic partnership and to those who have dedicated their life to perseverance for the sake of education, such as Holocaust survivor and time witness Margot Friedlander. Finally, we dedicate this book to our public and private partners who make TOP possible and to the over 1,700 TOP study tour alumni whose lesson plans inspired its content.

—The TOP Team

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1 Swan, K., Lee, J., Grant, S.G. *Inquiry Design Model: Building Inquiries in Social Studies*. National Council for the Social Studies and C3 Teachers, 2018.

2 *The College, Career, and Civic Life (C3) Framework for Social Studies State Standards*. National Council for the Social Studies, <https://www.socialstudies.org/c3>.

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# INSTRUCTIONAL GUIDE CONTENT STRUCTURE SUMMARY FOR EDUCATORS

The Transatlantic Outreach Program (TOP) curriculum is designed to support educators and engage students throughout North America.

*Let's Explore Modern Germany: Inquiry Edition* for middle school educators is aligned with C3 National Council for Social Studies Curriculum Standards and Common Core Standards for Literacy in History/Social Studies, and the NCSS Thematic Strands. Using the Inquiry Design Model, inquiries include instructional strategies for individual and collaborative learning, complex thinking skills, and literacy standards: reading, writing, researching, listening, speaking, and taking actions. Focus Areas include Geography, History, Contemporary German Society, and Sustainability. A summary of the key instructional components featured in *Let's Explore Modern Germany: Inquiry Edition* are as follows:

- **Blueprint:** One-page representation of the questions, tasks, and sources for the inquiry
- **Standards:** Inquiries align with C3 Framework, the NCSS Thematic Strands and Common Core Standards indexes
- **Compelling Question:** Overarching question that frames the inquiry
- **Inquiry Overview:** Description of the inquiry
- **Teacher Background Information:** In-depth information on the inquiry topic
- **Instructional Resources:** Resources to guide teachers and students through each formative performance task (all handouts are available at [www.goethe.de/top/letsexplore](http://www.goethe.de/top/letsexplore))
- **Supporting Questions:** Contribute knowledge and insights to the inquiry behind the compelling question
- **Formative Performance Tasks:** Activities designed to help students practice the skills and acquire the content needed to perform well on the summative task
- **Summative Performance Task:** Asks students to construct an evidence-based argument that addresses the compelling question
- **Extension:** Offers students opportunities to connect across the curriculum, communicate what they have learned, and express themselves in different modalities
- **Taking Informed Action:** Activities that ask students to understand the topic; assess the relevance and impact of the issues; act in ways that demonstrates an understanding in a real-world context

We are confident that this latest instructional guide from the TOP will help you on your journey to create a classroom learning environment that can “span continents” and help foster informed global citizens. Should these materials inspire you to take a leadership role in your school or district, then we invite you to request more information about leading a TOP workshop in addition to fully funded study tours to Germany by visiting TOP online at [www.goethe.de/top](http://www.goethe.de/top) or via your favorite social media platform @topteachgermany.

# NATIONAL CURRICULUM STANDARDS FOR THE SOCIAL STUDIES: THEMATIC STRANDS INDEX

## **STANDARD #1 – CULTURE**

Inquiries: 1.3 2.2 3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8

## **STANDARD #2 – TIME, CONTINUITY, AND CHANGE**

Inquiries: 2.1 2.2 2.3 2.4 2.5 2.6 2.7 4.1 4.3 4.4

## **STANDARD #3 – PEOPLE, PLACES, AND ENVIRONMENTS**

Inquiries: 1.1 1.2 1.4 4.1 4.2 4.3 4.4

## **STANDARD #4 – INDIVIDUAL DEVELOPMENT AND IDENTITY**

Inquiries: 1.3 1.4

## **STANDARD #5 – INDIVIDUALS, GROUPS, AND INSTITUTIONS**

Inquiries: 1.4 4.3

## **STANDARD #6 – POWER, AUTHORITY, AND GOVERNANCE**

Inquiries: 1.4 1.5 3.1 3.3 3.4 3.5 3.7

## **STANDARD #7 – PRODUCTION, DISTRIBUTION, AND CONSUMPTION**

Inquiry: 1.5

## **STANDARD #8 – SCIENCE, TECHNOLOGY, AND SOCIETY**

Inquiries: 3.1 4.2 4.4

## **STANDARD #9 – GLOBAL CONNECTIONS**

Inquiries: 1.5 2.6 3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8 4.3

## **STANDARD #10 – CIVIC IDEALS AND PRACTICES**

Inquiries: 2.6 3.4 3.5 3.6



# COMMON CORE STANDARDS (ABBREVIATED) LESSON ALIGNMENT INDEX

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

### Key Idea and Details

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

**Inquiries: 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 4.2**

RH/SS.2 – Determine and summarize central ideas and themes or information of a primary or secondary source; provide an accurate summary

**Inquiries: 1.3, 1.4, 2.3, 2.6, 2.7**

RH/SS.3 – analyze text related individuals, events or ideas

**Inquiries: 2.2, 2.5, 4.4**

### Craft and Structure

RH/SS.4 – Determine the meaning of words and phrases

**Inquiries: 1.1, 1.4, 2.2, 2.4, 2.6, 4.1, 4.3, 4.4**

RH/SS.5 – Describe how a text presents information

**Inquiry: 1.4**

### Integration and Knowledge of Ideas

RH/SS.7 – Integrate and evaluate content presented in diverse formats/media

**Inquiries: 1.1, 1.2, 1.3, 1.5**

RH/SS.8 – Distinguish among fact, opinion, and reasoned judgment in a text

**Inquiry: 1.2**

RH/SS.9 – analyze and/or compare primary/secondary source materials

**Inquiries: 2.4, 2.5, 2.7**

### Range of Reading and Level of Complexity

RH/SS.10 – read and comprehend literary and informational texts

**Inquiries: 2.4, 4.2, 4.3, 4.4**

## Writing Standards for Literacy in History / Social Studies 6-12

### Research to Build and Present Knowledge

WH/SS.7 – conduct research based on focus question(s)

**Inquiries: 2.4, 2.7**

WH/SS.8 – Gather relevant information

**Inquiries: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 4.1, 4.2, 4.3, 4.4**

WH/SS.9 – Draw evidence from literary and informational texts

**Inquiry: 2.3**

## **Speaking and Listening for Literacy in History / Social Studies 6-12**

### Comprehension and Collaboration

SL.1 – Prepare and participate in a range of collaborations and/or conversations

**Inquiries: 2.1, 2.4, 2.5, 2.6, 2.7, 4.1**

### Presentation of Knowledge and Ideas

SL.4 – Present information and supporting

**Inquiries: 2.1, 2.3, 2.4, 2.6, 2.7, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 4.2**