

How can learning from history enable us to create a better world?

<p>C3 Framework Indicators</p>	<p>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.</p> <p>D2.Geo.6.9-12. Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions.</p> <p>D2.Geo.12.9-12. Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration.</p> <p>D2.His.1.9-12. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.</p>	
<p>Staging the Compelling Question</p>	<p>This inquiry offers students an opportunity to learn more about places, people and topics introduced in the Transatlantic Outreach Program’s (TOP) film “The German History Scavenger Hunt”.</p>	
<p>Supporting Question 1</p>	<p>Supporting Question 2</p>	<p>Supporting Question 3</p>
<p>What can we learn from the darkest chapters of history?</p>	<p>Can one person change the course of history?</p>	<p>How is Germany’s youth reshaping the country’s future?</p>
<p>Formative Performance Task</p>	<p>Formative Performance Task</p>	<p>Formative Performance Task</p>
<p>Small groups will research topics viewed or discussed in Part 1 of the TOP video “The German History Scavenger Hunt.”</p>	<p>Small groups will research topics viewed or discussed in Part 2 of the TOP video “The German History Scavenger Hunt.”</p>	<p>Through a jigsaw activity, students will learn more about topics viewed or discussed in Part 3 of the TOP video “The German History Scavenger Hunt.”</p>
<p>Featured Sources</p>	<p>Featured Sources</p>	<p>Featured Sources</p>
<p>Source A: Remembering the Darkest Chapter (Handout 1)</p>	<p>Source A: Germany and the Cold War (Handout 2)</p>	<p>Source A: Shaping Germany’s Future (Handout 3)</p>
<p>Summative Performance Task</p>	<p>Argument: Construct an argument (e.g., detailed outline, poster, essay) that addresses the compelling question using specific claims and relevant evidence from historical or contemporary sources while acknowledging competing views.</p> <p>Extension:</p> <p>Option 1: Investigate why and how East Germans attempted to escape to the West.</p> <p>Option 2: Design a history scavenger hunt for your community or state/province.</p>	
<p>Taking Informed Action</p>	<p>Understand: Fridays for Future movement is a global call for action on the climate crisis.</p> <p>Assess: Discover if organizations exist in your school, community or state that focus on the climate crisis.</p> <p>Act: Investigate how you can participate if an organization exists or work to create one.</p>	

❓ COMPELLING QUESTION

- How can learning from history enable us to create a better world?

INQUIRY OVERVIEW

This inquiry offers students an opportunity to learn more about places, people, and topics introduced in the Transatlantic Outreach Program's (TOP) film "The German History Scavenger Hunt" and to consider how learning from history might enable us to create a better world.

TEACHER BACKGROUND

The Transatlantic Outreach Program's (TOP) "The German History Scavenger Hunt" film features stories told through the experiences and words of German school students themselves as they explore their country's past, present, and future and compete to answer the questions: How can people learn from history? How can people make a difference?

In Part 1 of this three-part educational video, "Remembering Germany's Darkest Chapter", students from the John Lennon School Berlin explore Germany's remembrance culture (*Erinnerungskultur*). Students interview Holocaust survivor, Margot (Bendheim) Friedlander, and walk in the final steps of Holocaust victim, Alfred Israel Berger.

In Part 2 team "Blue Bears" meets international Cold War hero Colonel Gail Halverson at the famous Berlin *Tempelhof* airport while team "Yellow Submarine" meets a former border guard and Berlin Wall escapee. Both teams are faced with the question, can one person change the course of history?

In Part 3, the teams explore how Germany's youth is shaping the country's future. One team leaves Berlin to experience new technologies at the heart of Germany's most important industry, while another team discovers how Fridays have become more than just another day of the school week.

This resource is most appropriate for middle and high school level social studies, STEM, and German classes. TOP recommends that educators view the films before using them with students.

This film was developed for and supported by the *Wunderbar Together* Year of German-American Friendship.

 **SUGGESTED TIME FRAME:** 5-6 45-minute class periods

CONCEPTS LIST

- *Erinnerungskultur*
- *Stolpersteine*
- *Über den Tellerand*
- *Gleis*
- Berlin *Tempelhof*
- Berlin Wall
- Western Allies
- Operation Vittles
- Operation Little Vittles
- Apprenticeship
- Berlin Blockade
- *Theresienstadt*
- West Germany
- Soviet Union
- Climate change
- East Germany

INSTRUCTIONAL RESOURCES

- Remembering the Darkest Chapter (**Handout 1**)
- Germany and the Cold War (**Handout 2**)
- Shaping Germany's Future (**Handout 3**)
- Computer and internet access

All handouts
can be
found here



<https://tinyurl.com/y6oaylxq>

- Digital or hardcopies of Featured Sources
- Transatlantic Outreach Program. [TOP] (2020, April, 21). *The German History Scavenger Hunt, Parts 1-3* [Video]. YouTube. www.youtube.com/watch?v=Ut2PTQptXpg. (30:38)
- Transatlantic Outreach Program. [TOP] (2020, April, 21). *The German History Scavenger Hunt, Part 1* [Video]. YouTube. www.youtube.com/watch?v=IAuP-166ezQ. (11:24)
- Transatlantic Outreach Program. [TOP] (2020, April, 21). *The German History Scavenger Hunt, Part 2* [Video]. YouTube. www.youtube.com/watch?v=hzqRBNsu9Ck. (11:13)
- Transatlantic Outreach Program. [TOP] (2020, April, 21). *The German History Scavenger Hunt, Part 3* [Video]. YouTube. www.youtube.com/watch?v=jBNEuqoWv8s. (8:16)



INTRODUCTORY QUESTION

As a class, list the characteristics of a scavenger hunt. What is the purpose of a scavenger hunt? Can a scavenger hunt be ‘serious’?

❓ SUPPORTING QUESTION #1

What can we learn from the darkest chapters of history?

► Formative Performance Task #1:

As a class, view Part 1 of the TOP “The German History Scavenger Hunt” (11:25). In Part 1, the teams explore Germany’s remembrance culture (*Erinnerungskultur*).

Divide the class into 3 groups. Assign each group a topic viewed or discussed in the video from the following list:

- Memorials and Remembrance
- Holocaust survivor Margot (Bendheim) Friedlander
- *Theresienstadt* ‘Model’ Ghetto

Using **Handout 1** as a guide, each group should research the assigned topic(s) and prepare a presentation to share with the rest of the class. Each group should be prepared to answer questions. The handout provides an overview of each topic and suggested resources.

Following the presentations, as a class discuss the supporting question: “What can we learn from the darkest chapters of history?”

► Featured Sources #1:

- Remembering the Darkest Chapter (**Handout 1**)
- Transatlantic Outreach Program. [TOP] (2020, April, 21). *The German History Scavenger Hunt, Part 1* [Video]. YouTube. www.youtube.com/watch?v=IAuP-166ezQ. (11:24)



❓ SUPPORTING QUESTION #2

Can one person change the course of history?

► Formative Performance Task #2:

As a class, view Part 2 of the TOP video "The German History Scavenger Hunt" (11:13) which focuses on Germany and the Cold War.

Working in the same groups from Task #1, assign each group a topic to research and share with classmates. Each group *must* use a different presentation format from task #1.

- The Berlin Wall
- Berlin Blockade and Operation Vittles
- Gail Halverson and Operation Little Vittles

Handout 2 provides an overview of each topic and suggested resources.

Following the presentations, discuss the supporting question, "Can one person change the course of history?"

► Featured Sources #2:

- Germany and the Cold War (**Handout 2**)
- Transatlantic Outreach Program. [TOP] (2020, April, 21). The German History Scavenger Hunt, Part 2 [Video]. YouTube. www.youtube.com/watch?v=hqzRBNsu9Ck. (11:13)



❓ SUPPORTING QUESTION #3

How is Germany's youth reshaping the country's future?

► Formative Performance Task #3:

As a class, view Part 3 of the TOP video "The German History Scavenger Hunt" (8:16).

For this Jigsaw activity, divide the class into 'home groups' of 4 students each. Assign each person in the group one of the topics listed below. Students will return to this group after they have become an 'expert' on the assigned reading.

Have students form a new 'expert group' with the others that are assigned the same topic. Each expert group should research the assigned topic, focusing on the questions on **Handout 3**. The handout provides an overview of each topic and suggested resources.

Students return to their home groups. Each student presents the information they learned in their 'expert' group to their home group. All students should take notes and ask follow-up questions.

► Research topics:

- Cars of the Future
- Germany's Dual Education Program
- Fridays for Future Movement
- *Über den Tellerand** (*Although introduced at the end of video #2, this is an aspect of Germany's future.)

Following the presentations, as a class discuss the supporting question: How is Germany's youth reshaping the country's future?

► Featured Sources #3:

- Shaping Germany's Future (**Handout 3**)
- Transatlantic Outreach Program. [TOP] (2020, April, 21). The German History Scavenger Hunt, Part 3 [Video]. YouTube. www.youtube.com/watch?v=jBNEuqoWv8s. (8:16)



SUMMATIVE PERFORMANCE TASK

How can learning from history enable us to create a better world?

Construct an argument (e.g. detailed outline, poster, essay) that addresses the compelling question using specific claims and relevant evidence from contemporary sources while acknowledging competing views.

EXTENSION (OPTIONAL) TASK

Option 1:

Rudi Thurow, a border guard in East Germany, escaped to West Germany where he joined a group of activists who were digging tunnels to help others escape from East to West. Investigate why and how East Germans attempted to escape to the West.

Option 2:

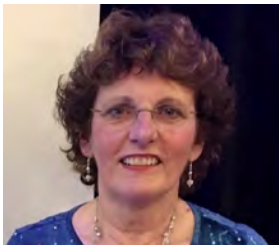
Working with your classmates, design a history scavenger hunt for your community or state/province to be completed by teams in your school or area schools.

TAKING INFORMED ACTION

UNDERSTAND The "Fridays for Future" movement is a global call for action on the climate crisis.

ASSESS Discover if organizations exist in your school, community, or state/province that focus on the climate crisis

ACT If an organization exists, consider how you can participate with its efforts. If one does not exist, work with teachers and other students in your school to raise awareness of the current climate crisis.



Jacqueline Littlefield (TOP 2008) was named the 2016 TOP Fellow of the Year and co-authored the TOP instructional resources *Germany in Focus: Inquiry Edition* and the TOP Toolkit for Professional Development.