CENTROPA

Being a site-seeing scout in Berlin (during the Cold War)

Two lessons about the buildings in Berlin and its history during the Cold War

The time period of the Cold War period has affected many countries but particularly Germany, which has been split into two parts and from 1961 – 1989 was even separated by a borderline consisting of massive concrete and barbwire. One city, which felt this separation the most was Berlin. In order to understand Cold War events, one cannot look past the events which happened there.

As buildings usually stay behind as a monument for all what has occurred within and around them, they will always have their unique story to tell, which unfolds to those who take a close look.

The two lessons planned should enable the students to dive into this particular stories of each building and acquire a geographical understanding of their location in the city of Berlin. In addition, students should be able to make a connection between the buildings and their importance to people during the Cold War. Nevertheless, a basic understanding about the general facts of the Cold War period are vital in order to teach these two class periods.

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| **Lesson Plan Title** | Being a site-seeing scout in Berlin (during the Cold War) |
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| **Course** | History, English (ESL) |
| **Grade Level** | 10 – 12 (16 – 18 years of age) |
| **Total Required Time** | approx. 100 min. |
| **Summary** | In order to teach these two units, a previous lesson, in whichstudents have been given a broad overview of the timeline and the countries affected by communism, is crucial.The attention of this lesson, however, is to go into deeper detail when it comes to the COLD WAR. The following exercise, which should last for approx. two lessons, should give students a better understanding of a particular locations during this period, namely Berlin. Here they have to find certain buildings and assign them their unique history. Additionally, they have to search in what way they have been relevant to residents of this area. |
| **Enduring understanding** | à identifying the history behind particular buildingsà detecting their location and importance for inhabitants of Berlin during the Cold War |
| **Goals** | By working with the maps students……learn more about sites found in Berlin during the Cold War…compare the location of buildings and their significance with each other…link their function to their importance…assess the significance for residents of Berlin…present their chosen examples to their classmates |
| **Sources** | For this special purpose, the description of 10 sites in THE GERMAN JEWISH SOURCE BOOK page 254-259 have been used.Fotos (optional)[https://de.wikipedia.org/wiki/Datei:Fernsehturm-Berlin-2015.jpg](https://de.wikipedia.org/wiki/Datei%3AFernsehturm-Berlin-2015.jpg)<https://reise.naanoo.de/berlin/rotes-rathaus-in-berlin><https://www.berliner-zeitung.de/berlin/ehemaliger-ddr-grenzuebergang-so-sah-der-checkpoint-charlie-frueher-aus-493436>  |

 **OVERVIEW OF THE LESSONS**

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| **Activity** | **Timeline** | **Material** |
| **1. Warm-up session**“What do you remember about the Cold War?”Question is written on the board and students need to come up front and write one keyword they remember from last lessonà Reflection together in classà students should repeat and exercise previous knowledge | ca. 15 min. | boardpenscrayons |
| In the beginning, the question “What do you remember about the COLD WAR?”,which is written on the board, should motivate students to recollect at least one keyword from the previous lesson. They come up front, write one expressions next to the question on the board and take a seat again.This activity serves as a repetition tool from the previous lesson and as a check-up of acquired knowledge of the students and is followed by a short reflection in class. Students should be able to explain shortly why they remembered this particular word. |
| **2. New Content - Group assignment**(max. 3 people/group)Map is handed out, students are given instructions, they need to find: | ca. 5 min. | mapworksheetspenscell phones |
| 1) Matching of pictures10 pictures are given to the students, which they have to assign to the particular name of 10 sites (taken from the book THE GERMAN JEWISH SOURCE BOOK page 254-259)à students need to become familiar with the sites→ students should match the titles with the pictures | ca. 10 min. | worksheetscell phones |
| 2) Marking the sites on Berlin mapIn small groups, students should mark these 10 sites on the given map (with the help of their cell phones).à this activity aims at giving the small groups a general overview of where these buildings are located in the city.à students need to become familiar with the location of the particular sites | ca. 15 min. | mapworksheetspenscell phones |
| 3) Marking of the wall going through Berlin (1961-1989)→ in their groups the students need to search where the wall previously had been and mark it with a colorà this activity aims at giving the students insight on how a wall separated an entire city.à students will become familiar with Berlin’s past | ca. 15 min. | mapworksheetspenscell phones |
| 4) Creating a little tour through modern day Berlinà students need to consider what they would like to show their classmatesà each group needs to select at least 3 sites and explain why they chose that particular building | ca. 15 min. | mapworksheetspenscell phones |
| **3. Transfer - Finishing process in the form of a presentation**Every group will give a short presentation of their results in front of their peers. This will give the teacher the opportunity to evaluate the working process of the groups and whether or not the students have acquired a detailed understanding of the past of these sites.Each group should be able to give a simple answer to the questions: “Why have we chosen these sites?”“What moved me/us or touched me/us with its past/history?” à students give a short presentation in which they show their examples to their classmates and explain why they have chosen them. | ca. 25 min. | mapworksheets |