

THE OFFICIAL NEWSLETTER OF THE TRANSATLANTIC OUTREACH PROGRAM  
A PUBLIC/PRIVATE PARTNERSHIP

# MODERN GERMANY

UPDATE

in this issue

**FREE MATERIALS for Your  
CLASSROOM**

**STUDY TOURS to GERMANY**

**TRANSATLANTIC SCHOOL  
Partnerships**

**And MORE!**

## IN THIS ISSUE

<b>GUTEN TAG!</b>	<b>2</b>
<b>FIRST TOP SEMINAR IN CHINA</b>	<b>3-5</b>
<b>GOETHE PEN PALS</b>	<b>5-6</b>
<b>SCHULTÜTE</b>	<b>7-8</b>
<b>IT'S UP TO YOU AND ME</b>	<b>8-9</b>
<b>GERMANY'S ALTERNATIVE APPROACH</b>	<b>10-11</b>
<b>BUILDING BRIDGES: YOUTH LIBRARY</b>	<b>12-13</b>
<b>ABOUT THE COVER</b>	<b>14-15</b>
<b>SCHWARZFAHRER: PREVIEW LESSON</b>	<b>16-21</b>
<b>NEWS FROM TOP FELLOWS</b>	<b>22-24</b>
<b>RECENT WORKSHOP LEADERS</b>	<b>24-25</b>
<b>WHY LEAD A "TOP" WORKSHOP?</b>	<b>25</b>
<b>TRAVEL TO GERMANY FAQ</b>	<b>26</b>
<b>ALL ABOUT TOP</b>	<b>27</b>

## GUTEN TAG!

The Transatlantic Outreach Program is pleased to bring you its latest edition of Modern Germany Update, our the largest and most comprehensive issue to date!

In a world where global education is imperative to understanding ourselves by way of understanding other cultures, we at the Transatlantic Outreach Program would like to take this opportunity to look back at the experiences of past study tour participants in an effort to share with others the impact that their involvement with TOP has had on their classrooms and communities. Six different perspectives of TOP Fellows are included in this issue, where James Feldman (2009), Robin Oshinski (2010), Wanda Dengel (2008), Ann Ackerman (2006), Daryl Schuster (2010), and Laura Thompson (2010) highlight what TOP means to them and their students.

Not to be missed is the *SCHWARZFAHRER* lesson: a preview of the lessons that will be available in early 2012 as part of two completely new instructional manuals for elementary and secondary educators. Authored by Ms. Kim O'Neil, Mr. Gerrit Book, and Mr. Steve Goldberg, the new materials provide an updated, engaging and informative look into teaching Modern Germany in the classroom.

We invite you to read through this year's newsletter for more ideas on how you can give your students opportunities to gain cultural awareness within the field of global education. Please take this chance to learn more about the role modern Germany can play in your life and in your classroom!



The TOP Team (from left to right): Wood Powell, Sarah Yabroff, Klaus Brodersen. Photo by Craig Kettler.

# FROM THE BERLIN WALL TO THE GREAT WALL: THE FIRST TOP SEMINAR IN CHINA

By James Feldman, 2009 TOP Fellow

## QUICK QUIZ!

Identify the country: A twelve-year-old student prepares her lunch: One small serving of the main course, a thimble size serving of vegetables and four large servings of cake. Where did this happen?

- A. The United States
- B. Germany
- C. China

The answer is China; but it made me laugh because I could imagine it happening in any of these countries.

In my life, I am fortunate to have had the opportunity for professional international travel two times. During the summer of 2009, I was a Fellow in the Transatlantic Outreach Program Study Tour to Germany, sponsored by the Goethe-Institut, Robert Bosch Stiftung and Deutsche Bank. Then, in the spring of 2011, I was a chaperone on a student exchange program to the Haidian Foreign Language Shi Yan School in Beijing, China.

Both experiences have changed my life and my career.

I have always been enthusiastic about social studies and have, as long as I can remember, been fascinated with maps and history. So when the opportunity to travel to Germany arose I eagerly took advantage of it. On the trip to Germany, I looked for the ways in which the German culture was different from my own, but more importantly, I also took note of the ways in which Germans and Americans are similar. Similarly, when the opportunity to travel to China was offered, I also eagerly took advantage of it and used the lessons learned from my trip to Germany to not only look for the differences between cultures, but also seek out the similar. Because of these cross-cultural experiences with TOP, when

asked to present a lesson to Chinese students and teachers, I enthusiastically wanted to teach about my travels in Germany so I could share my experiences on how people from different cultures are alike. My short observations on several topics are as follows:

## PEOPLE AND THEIR CULTURE

On the tour of Germany, this analogy was used to explain the differences between Americans and Germans:

*Germans are like coconuts, they are hard on the outside but once you get to know them, they are soft in the middle.*

*Americans are like peaches, they are sweet and soft on the outside but hard in the middle.*

Germans can at first seem standoffish, but once you take the time to get to know them they show a great willingness to share their hopes and fears. The German

experience of a divided country, a national guilt over World War II, struggles with diversity and being on the front lines of the Cold War has perhaps created a sort of stoicism and maybe the softness comes from a fear of overt patriotism and a deep concern for the future of their country, especially their aging population.

If Germans are coconuts and Americans peaches, I asked myself what fruit the Chinese would be and have confidently settled on dragon fruit. To a Westerner, dragon fruit is an unusual looking fruit. It is red with strange green leaves seemingly attached to the peel. It is easy to peel and the fruit is white with small black seeds. It tastes mildly sweet but it is neither hard nor soft. It can be difficult for a westerner to know what to make of dragon fruit. In this same respect, the Chinese culture is so different

**"BOTH EXPERIENCES HAVE CHANGED  
MY LIFE AND MY CAREER."**

(Continued on pages 4-5)



from most western cultures that it can be difficult for foreigners to truly understand China.

China has both the world's oldest civilization and the world's most recognizable landmark (the Great Wall) but has also suffered under the Japanese in World War II and had been humiliated by foreigners in the Opium war and Boxer Rebellion. It faces the challenge of building a world economy while being fearful of outsiders and finding enough resources to meet the needs of its population.

The first time I met a Chinese person, they were very outgoing and friendly. It seemed like we had been friends for years when, in reality, we had just met. Random Chinese people wanted to take a picture with me like I was Brad Pitt, and at the Great Wall, I was included in three different group photos of Chinese tourists. However, the people I spent more time with seemed very unwilling to share too much. The Chinese want to reach out to the world, but they are fearful of letting outsiders get too close.

## GOVERNMENT

When I was in Berlin, I took a tour of the Reichstag. Although the legislators were not in session the Germans, with their clear glass dome atop their house of parliament, wanted to send this message to the world: our government has nothing to hide and is open and for the people. In Beijing, few Chinese people seemed to know where their governmental buildings were and in my opinion, expressed some fear at having any such knowledge.

## POPULATION AND RETIREMENT

China and Germany both experience population and retirement issues. While the Germans worry about their declining population; China has difficulties finding food, jobs and housing for its people. In Germany, the government gives money directly to parents to encourage larger families, while China

has the world's largest population; the government tries to slow down population growth with heavily taxing people for having more than one child. In addition, there is no government retirement system in China so grown sons and daughters are expected to give money monthly to support their aged parents. Therefore, many Chinese parents worry that without many children, they might be poor in their old age. Similarly, the Germans are worried about not having an enough young people who will become workers to fund their pension system.

## PATRIOTISM

While Americans can be ostentatiously proud of their country, both the Germans and Chinese seem hesitant to show patriotism. In Germany, flags seem to appear primarily for fussball (soccer) games and German classrooms typically do not display the flag of Germany. Historically, the Nazis were flag wavers so modern Germans try to not be overtly patriotic. The Chinese seem to be wary of overt displays of emotion of any kind and even though I could tell the

Chinese wanted to be proud of their country, they also seemed to be wary of excessive patriotism. This might be because of the Culture Revolution; however the Chinese are rarely willing to criticize their government.

## WORK AND LEISURE

The Chinese people appear very hard-working and never seem to take any time off from their jobs, rarely travelling anywhere; one of our guides to the Great Wall had lived in Beijing for two years and had never been there before.



James Feldman gives a TOP workbook to a Chinese student.

Foreigners in China seem to be treated like rock stars (especially girls with long blond hair or African Americans with braids).

In my experience, many Chinese people had never seen a foreigner before. The Germans on the other hand, have wanderlust and are probably the most worldly- you seem to run into Germans everywhere! (Even in the Beijing Zoo...).

## THE CHILDREN

All people worry about their children and want whatever is best for them. The Germans want to work collaboratively with American teachers to help develop ideas about cooperative classrooms and diverse societies. They know their children's future depends on being able to function in a diverse world. The Chinese know that their children's future depends on China becoming a world leader in exports, and willingly send their children all around the world so that can lead their country in the future. Chinese students can be found in the top universities in the United States and Europe. The principal of the elementary school in China sent her son to study automotive engineering in Germany, because "they make the best cars." I am from Detroit, so I think I need to add Detroit to that list....

Spending time in both countries taught me to take pride in my own country, admire others, look for the similar, appreciate the differences and reach out to the world. Things that are different in other countries are not bad or wrong, they are just an adaption to our physical and social geography.

### QUICK QUIZ!

Identify the country: A twelve year-old student prepares his lunch: A small serving of the main course, a thimble size serving of vegetables and four brownies. Where did this happen?

- A. The United States**
- B. Germany**
- C. China**

The answer this time was the United States (in my school's cafeteria). I can hardly wait to return to Germany to find the student who makes a similar lunch. I do not think that I will have to search for very long. I wonder if it will contain dragon fruit.

## GOETHE PEN PALS

**By Robin Oshinski,  
2010 TOP Fellow**

The energy in the air was undeniable as the students in Miss Erin Breen's Class (Niemann School, Michigan City, Indiana) worked on photo albums for their pen pals in Mainz, Germany. Throughout the year they had been receiving letters and photos by email from students who attend Grundschule Laubenheim. Pencils and homework often get misplaced but nobody was missing their most recent pen pal letter and every student was eager to share. Prominently displayed on their desks were photos of their pen pals dressed in costumes for Carnival. 'Do you have Carnival?' one pen pal asks in her letter, 'Carnival leads us from winter to spring,' wrote another. This statement helped students clarify that Carnival was not Halloween as they originally thought.

Our pen pal project began in Mainz where, as a 2010 TOP Fellow, I met Lisanne Hopfner during a tour of the DOM library. I handed her my email address and expressed that I would like to have pen pals from Germany for students. In my position as a literacy coach, I work with all teachers and students in our school.

My objective, of course, was to introduce children to students from Germany using technology and to provide a stimulus for

*(Continued on page 6)*

written expression. When I received an email from Lisanne in the fall, I was elated.



Students from the Grundschule in Laubenheim, Mainz, with the photo albums and t-shirts they received.

Using materials from the Transatlantic Outreach Program we introduced the third graders to German student activities, transportation and housing, their flag, currency, and some German words. The students themselves sought answers to questions which helped them understand that we are alike yet different in our ways. Students in Miss Breen's room also made connections with classmates about their pen pals. One German student had indicated the name of her best friend in her letter. Our USA student went to her classmates to see who was writing the best friend so she could know who that was too. The boys were especially interested in the German use of the word "football" compared to the game we envision.

Some say letter writing is a dying art due to technology, but letter writing combined with technology made this project effective and enjoyable. The students wrote their letters and lovingly decorated their stationery with a drawing or photo. The German students did double duty as they first wrote their letters in German, then translated to English. The letters were scanned and then emailed to the teachers. They printed them out for their students to keep. When the letters arrived it was a very special day. Little did our German friends know, we were planning a special project to send the handmade photo albums and school mascot t-shirts. The pictures you see show the USA students preparing the package and also the German students opening the package in their

classroom in Mainz. Frau Lisanne Hopfner emailed saying:

"The children freaked out about the T-Shirts and put them on. They enjoyed the photobooks and tried to read some things. I will meet them all tomorrow again, because they need help to understand some things in the photobooks. Thank you for all of the wonderful items you sent."

Erin Breen, the USA classroom teacher, expressed her thoughts about the project. "Doing this pen pal project was exciting for the kids and for me too. Not only was I able to use this project for writing, we were able to incorporate Social Studies as well. It's really awesome to think that these kids now have a perspective of a completely different culture and place that they otherwise wouldn't have had. Being aware of the world around us is so important and a project like this helps to plant the seed for open minded, globally aware and empathetic individuals."

We are looking to continue the project next year and have considered how the students might be able to meet on Skype, which would be the next level.

**"IT WAS FUN TO HAVE A PEN PAL. I GOT TO TALK TO SOMEONE IN ANOTHER COUNTRY. HE WAS THE FIRST PEN PAL I EVER HAD."**

**-DEVIN, USA**

TOP, of course, was the reason this project worked so well

and I certainly appreciated the opportunity to visit Germany. For me, the travel program was an opportunity of a lifetime and I hope other teachers consider placing an application.



Two American students fold the t-shirts to send to their pen pals.



# DIE SCHULTÜTE: A WELCOMING CEREMONY ADAPTED FOR SECOND GRADERS

**By Wanda Dengel, 2008 TOP Fellow**

What child hasn't experienced the jitters on the first day of school? Even in small school communities where only one grade level exists, it's easy to get the "first day jitters." Some children in your class have moved away and new children have joined. Then there is the issue of a new teacher. Will she or he like me? Will I like her or him? So many questions run through a young child's mind that the first day of school can be an anxious time for most. To alleviate such fears and to make the first day of school a memorable one for my second graders and their parents, I adapted a German tradition that goes back 200 years. I learned about the Schultüte Ceremony when I attended a TOP workshop one snowy day in January 2008 about 85 miles away from my home in Southern Ohio. The workshop was led by Linda Cotter, the 2007 TOP Fellow of the Year.

Linda not only showed us examples of a Schultüte (loosely translated as school cone), but she also shared a black and white video of the celebration which followed one family from the days prior to the first day of school to the actual day when the first grader entered school (this tradition is reserved for children entering first grade in Germany since it is considered the beginning of a child's formal education). Once I saw this video, I knew that even though I taught a grade that does not typically receive these Schultüten, I had found a welcoming ceremony to ease those first day jitters for my second graders.

If you are not familiar with the Schultüte, it is a three foot long cone made from heavy paper and is beautifully decorated with images appealing to young first graders. It is topped with crepe paper and ribbons. The inside of the cone is filled with school supplies, candy, and perhaps a stuffed animal by the student's parents and grandparents to help make that

anxiously awaited first day of school a little easier and a little sweeter.

In March 2008 I learned that I was joining several other social studies teachers from across the U.S. on a two-week study tour of Germany. When I returned home from Germany in late July 2008, I got busy making Schultüten from scratch. Even back in 2008, our small community of Portsmouth, Ohio was economically depressed. I couldn't ask families to jump into this exciting idea when they were already suffering economically. However, I also knew that



Hand-made Schultüten in basket await to be distributed.

I didn't have enough money myself to make a full-sized Schultüte and fill each cone with toys, school supplies, and candy. I did what I thought was the next best thing and made each Schultüte half the size of the traditional German school cones and filled each with a few school supplies, a small kaleidoscope, balloons, bookmarks, and an assortment of candies. Yet, the Schultüten didn't seem complete because the contents didn't have any

connection to Germany. I quickly added materials obtained from the Goethe-Institut Washington. Each year since then, TOP and I have collaborated on the Schultüten and have helped make this welcoming ceremony very special for children and their families in the foothills of Appalachia. This year, in addition to small school supplies such as, glue sticks, erasers, etc., I found German chocolate that I included in each school cone. You can see the excitement and enthusiasm of the children in a photo of one family pictured in this article. Our welcoming ceremony included muffins, wafers, cookies, and an assortment of fruit juices for both parents and children to enjoy. But there was a special giant chocolate chip cookie reserved especially for the second graders with the words "Willkommen in der Zweiten Klasse!" (Welcome

*(Continued on page 8)*

to the Second Grade!) inscribed on it.

After opening up the Schultüten with their families and enjoying some time together, the parents left for home or work. The children and I paraded back to our classroom to learn more about this country called Germany. We looked at the illustrations in their books and discussed the contents. They genuinely embraced the new-found novelty of their books from TOP: children in Germany like to play soccer like they do; they have trains in Germany just like we do in Portsmouth. In fact, there are train tracks so close to school that we often hear the trains go by. The children asked about the Brandenburg Gate and I showed them a photo that I had taken in Germany. We compared the gate to our country's symbols of freedom. They were fascinated by the castle illustration and shared stories they knew of castles. I showed them another castle that I had visited in Germany. A few children knew the story of the Pied Piper of Hamelin and I promised them that I would read the story the following day. There was so much excitement and enthusiasm following our Schultüten ceremony that it filled our classroom with energy for learning.



Lane M., with his dad and mom, sports a smile of excitement after opening his mini-Schultüte filled with gifts from the Goethe-Institut, Washington, D.C. and Mrs. Dengel. The special Schultüten Ceremony took place at Notre Dame Elementary in Portsmouth, Ohio.

The children had learned a great deal about Germany that first day of school, so at the end of the day, I wanted to find out how much they had truly retained. I was delighted to hear all of their responses and find that they, indeed, were excited about learning of another culture. One reply that brought a smile to my face came from a child who said, "Germany is AWESOME!" When I asked him to explain, he responded, "Because you get a three foot cone on the first day of first grade!" I certainly couldn't argue with that reasoning. I suppose that's why this German tradition has worked beautifully all of these years. Another comment that was heard after the children had viewed additional photographs of Germany was, "I want to go to Germany. They have a lot of neat things there!" Judging from the initial reactions of these second graders, Germany is a future destination for many of them; although, for now, they'll just have to settle for learning and dreaming about it.

## ***IT'S UP TO YOU AND ME!***

### ***A WORKBOOK...***

### ***...AND ITS MANY USES!***

***By Ann T. Ackerman, 2006 TOP Fellow***

## ***LET'S GO GREEN AND ESTABLISH BETTER ECOLOGICAL HABITS.....***

Promoting a "Green" and healthier environment is an active endeavor in many countries. The Transatlantic Outreach Program, a public/private partnership of the German Government, Goethe-Institut, Deutsche Bank and the Robert Bosch Stiftung, sponsored the creation of the elementary and middle school book student workbook, *It's Up To You and Me, Here & Across the Sea*. At first it appears to be a cute educational story book with clever graphics and lessons for 4th - 8th graders but, it contains much more. A straight forward, traditional use of the book will engage the students, providing opportunities to learn about environmental problems and cures, physical and cultural geography, civics/government and current events, as well as introduce bits of German culture.

However, this little gem has potential for use at



other educational levels within the K -12 range and select post secondary courses. For those who teach pre-service training, *It's Up To You and Me* provides possible opportunities and models for teaming/ collaborative work, interdisciplinary mini-unit design, story writing, research/information literacy, reading in the content area, multiculturalism and more.

Another nice feature is that the book is available in both hard copy and as a PowerPoint which provides uses of it in its entirety or parts.

For teaching physical geography for 4th - 8th graders and how topography helps to define locations, the early introductions of "Moritz" and "Alicia" are brief, easy to manage examples. Using the TOP Political Map of Germany and the Political Map of Europe, along with selections from Parts 2 and 3 of *It's Up to You and Me* as well as United States and North American political maps, the teacher is able to illustrate how countries and continents break down into parts. This is not only informative but an easy way to build compare and contrast analytical skills.

I love the hook of the Smart car at the beginning of the book. When I returned from my TOP experience in 2006 and showed my slides of Smart cars on German streets, my students were in awe, as none of them had seen a Smart car. The question "Ever wonder why you're starting to see more and more small cars like this?" works as a good opener for the emphasis of this story book but also provides additional lead-in for current events relating to the high cost of gas today, comparing petroleum costs in Germany and the US, and discussions/research regarding mass transportation. This past spring, the question stimulated a class discussion on citizenry and government commitment to better use of natural and other resources in my classroom. Again these topics will connect well with other Goethe TOP materials.

My colleague who taught K - 8 science methods and I are going to use the honeybee story to create a cross curriculum activity for both of our classes. While only a concept, we hope to use the example and then show the emerging teachers how they could expand it into developing lessons regarding pesticides and earth science, as well as government controlled agricultural, environmental, and consumer

issues. We also bounced around the idea of using the Greenhouse Effect graphic and discussion starting on page 17 and having the students practice data collection and analysis by having them track the average temperature changes in parts of New Hampshire in decades since 1900. Modeling activities are important for pedagogy classes and comparing your community with the examples in the book is a great activity which students like the authenticity of. *It's Up to You and Me* is also one of the examples that can be used for expansion of current events studies. Using 3 or 4 different current events we have whole class discussions.

I have used *It's Up To You and Me* primarily in my social studies methods classes. In the era of No Child Left Behind, I believe it is critical to use interdisciplinary materials and examples that allow me to interject content into this pedagogy course. This little story book is an example of how to design a mini-thematic unit that includes multiple social studies strands, science, math, writing, research skills and more. From its book-ends i.e. the hook with statement of the concern to the list of actions individuals may use, the students have a cute and seemingly simple story that provides background for substantive and focused information. This book allows me to infuse cultural global content. It also provides a varied activity for each lesson. These lessons and their activities are good examples of standards-based learning.

In an education age, where entertaining and engaging are used interchangeably by the public, it becomes more and more important for teachers to find good materials that engage learning positively. The workbook, *It's Up To You and Me, Here & Across the Sea* offers that opportunity with many other bonuses.

**This workbook is available in quantity at no charge. Please email [top@washington.goethe.org](mailto:top@washington.goethe.org) for ordering information.**



*Ann T. Ackerman, Ph.D., a former high school history teacher and administrator, is an Associate Professor of Education, Rivier College, Nashua, NH. She is also an Adjunct Instructor of History at several other colleges. She traveled to Germany with TOP (2006), Fulbright - Hays Greece & Bulgaria (2008), and Korean Studies Workshop (2009). She frequently presents workshops on Globalizing History Curriculum.*

# GERMANY'S ALTERNATIVE APPROACH TO SUSTAINABILITY

By Daryl W. Schuster, 2010 TOP Fellow

*To this extent there is an inextricable connection between climate protection and adaptation: they are two sides of the same coin, and form the two pillars on which Germany's climate policy is built. - (Federal Ministry for the Environment, Nature Conservation and Nuclear Safety (BMU), Report on the State of Nature. Pg. 7)*

Riding on the ICE train and in buses across the former East Germany on our tour last year, I was struck by the German dedication to building wind farms. Their size and numbers hovering over the bucolic landscape left me with feelings of awe, but also dread. How did Germans feel about this “alien invasion” of stark white metal across a green, lush landscape? Was this attempt to harness the wind as a power source some quixotic enterprise?

Living on the west coast of Florida, where there is an eternal breeze blowing from the warm Gulf of Mexico, I can appreciate the benefits of a cool zephyr. Further, the “Sunshine State” has abundant solar power, although we expend a lot of energy to maintain a constant 72 degrees with air conditioning. My mind wandered as to why the Germans are moving quickly to adapt alternative energy options and why the US is lagging behind? These issues came to a head with the Deep Horizon oil platform explosion and oil leak in the Gulf of Mexico shortly before leaving for my trip to Germany in 2010.

As a social studies teacher in the US, energy policy has become a priority since the oil price shocks of the early 1970s and teaching the dynamic of economic, foreign, and political policies as related to energy resources has become a priority in the classroom. Current events have only reinforced this belief in incorporating it into the curriculum. The earthquake

and subsequent tsunami off the Japanese coast has left a critical and pessimistic cloud hanging over the future of nuclear power, one that has had an impact on recent German policy toward reactors.

In Berlin our group had the opportunity to listen to Mr. Thomas Kappe, Public Information Service Officer with the Federal Ministry for the Environment, Nature Conservation and Nuclear Safety (BMU), which measures objectives and perspectives of German environmental policy. He provided details on the German government's approach to the environment and their priorities in reducing carbon emissions, promoting alternative energy sources, and combating climate change.

My impression is that the government is taking a long-term approach and is willing to make short-term sacrifices, such as higher fuel costs, to reach those goals. Although Mr. Kappe did not address the public's support, it seems that the majority of Germans maintain a high awareness of achieving a balance between environmental stability and consumer society's needs.

This point was brought home when I traveled to the Shanghai Expo and visited the German pavilion with the theme **Balancity**. As stated on the website: “A city can be a good place to live – if it provides a balance between

renewal and preservation, innovation and tradition, urbanity and nature, community and individual development and work and leisure. That's the message of the German Pavilion” (Expo2010-Germany.) This attitude has placed German policy out in front of the world community in striking that balance and moving the global community toward sustainability.

This emphasis on balance is evident in a report I received from the Federal Ministry for the Environment, Nature conservation and Nuclear Safety discussion by Kappe. The *Report on the State of Nature* states that the “preservation and sustainable use of biodiversity is at the heart of the federal



Daryl Schuster in front of the Wartburg castle near Eisenach, Germany, August 2010.

government's conservation policy" (BMU 2009).

To address my earlier concerns, a section is devoted to German society's awareness of nature conservation. Overwhelming support by the public is evident in a national survey, with 93% agreeing to the statement: "The beauty of our landscapes and the unique character of our *Heimat* (native land) should be maintained and protected" (BMU 2009). There appears to be a disconnect though between appreciating nature and protecting biodiversity. The survey demonstrated that increased protection for marginal flora and fauna "has not yet entered the public consciousness." This position struck a chord with me, as Americans have had a long-running discussion on the cost-benefit of protecting a few remaining endangered species while limiting access to natural resources and conservation areas.

The Federal government has started a campaign on biodiversity to raise public awareness reflecting the UN Convention on Biological Diversity, but also to "instill enthusiasm for nature and landscapes and their protection" (BMU 2009). The BMU places an emphasis on tourism, sport and health and is working to have Germans experience nature in a personal way. In 2005, they published a guidebook *Natur-Erlebnis-Angebote* (Nature-Experience-Offers). Tourism organizations can use this source to tap into best practice examples, checklists, and individual query facilities. It is designed to "help them develop and market nature experience products based on the principle of sustainability" (BMU 2005).

Our group had the opportunity to take an excursion to Oberammergau at the foot of the Alps. The town appeared to maximize this balance between tourism and nature preservation. Forest, field and village all seemed to be in harmony and were mutually dependent. With the large groups who visit this area along with the nearby Linderhof Palace, the natural surroundings demonstrated a minimum of human impact. Back in Florida, I feel my state could learn some lessons from the Germans with tourist sites, and not just pave over the natural surroundings with asphalt.

The Federal government, however, is aware of how vulnerable the Alps are to climate change. Research has shown that "temperatures here have already risen twice as fast as the global average – and all climate models predict that this trend will continue and a further rise of 3 to 4.5 degrees Celsius will take place by the year 2100" (BMU 2009). A policy of

adaptation is being put forth to lessen the impact of climate change, and working with surrounding countries, Germany hopes to use the Alps as a model region of what cooperation and increased ecological awareness can accomplish.

How do Germans feel about these changes? My wife's uncle, Walter Guckes, lives in Oberseltsers and installed solar panels in 2006. In response to questions, he suggests this practice is popular in his neighborhood as the federal government offers grants to subsidize the change. He has seen his fuel consumption drop from 3,500 liters to 1,600 liters per year. As an engineer at Siemens, he also mentioned that the company operates a solar array in Spain that "generates 24 megawatts of electricity and covers an area of 70 football fields." Other Germans have taken matters into their own hands. Recently, Ursula Sladek of Schoenau, was awarded the Goldman Environmental Prize for running "EWS, a local utility company which is collectively owned by 1,000 citizens and which provides more than 400 kilowatt hours of power to more than 100,000 households and business across Germany" (Eckardt 2011). Following the Chernobyl disaster in 1986, Ursula and her husband Michael sought out alternative energy solutions and in 1996 established their own local power company. Michael stated "we truly believe in the success and the future of decentralized renewable power facilities."

Apparently, so does the German federal government. German Chancellor Angela Merkel announced that Germany will draw down its nuclear operations over the next 11 years and end nuclear power by 2022.

As an American in Florida I can appreciate the efforts that the people of Germany are making to find a balance between nature and human's impact on their surroundings. Teaching social studies provides a constant medium for demonstrating this relationship. Tomorrow's students will be facing ever challenging environmental situations and will need models to guide them. Germany is certainly in the forefront of providing those models.

#### **BIBLIOGRAPHY**

Federal Ministry for the Environment, Nature Conservation and Nuclear Safety (BMU). *Report on the State of Nature*. Berlin, Germany, 2009. Print.

Federal Ministry for the Environment, Nature Conservation and Nuclear Safety (BMU). *Combating Climate Change: The German Adaptation Strategy*. Berlin, Germany, 2009. Print.

Eckardt, Andy. "German couple make greenbacks in anti-nuke battle." MSNBC, 2011. Web. 31 May 2011.

www.expo2010-germany.com. Marion Conrady. 31 May 2010. Retrieved 31 May 2011. [http://www.expo2010china.hu/letoltes/german\\_pavilion\\_newsletter\\_1.pdf](http://www.expo2010china.hu/letoltes/german_pavilion_newsletter_1.pdf)



# BUILDING BRIDGES OF INTERCULTURAL UNDERSTANDING: THE INTERNATIONAL YOUTH LIBRARY

By Laura A. Thompson, 2010 TOP Fellow

What initially drew me to the Transatlantic Outreach Program was the opportunity—as a Canadian educator—to explore Germany on a cross-cultural exchange with American teachers. Upon arrival in Washington, DC, I was warmly greeted by the group of Social Studies educators, and we quickly shared humorous stories as we walked the National Mall in very hot and humid weather. The laughter helped us get off on the right foot—blisters, jokes and all!

By the time we shared our first meal in Munich's Augustiner Keller restaurant and beer garden, the group had formed. More storytelling and laughter ensued. At times our fabulous guides, Susanne and Carlotta, did not quite know what to make of our energetic group (for example, when visiting Schloss Linderhof and Ludwig II's illuminating grotto). However, upon visiting the International Youth Library (IYL) in Munich, we reverted back to a studious group. Jon Schmidt (from Chicago Public Schools) and I (from Acadia University) were particularly interested in what the IYL librarian had to share. Truth be told, I posed a few too many questions and found myself offering to send complimentary copies of Canadian picture books to build the IYL's impressive international collection. While I already have a keen interest in children's and youth literature, the IYL—and what it stands for—struck a chord with me. I found the topic for my unit of learning.<sup>1</sup>

Upon my return from Germany, I embarked upon reading about the extraordinary story of Jella Lepman (1891-1970), the founder of the International

Youth Library, to better understand the important role books (and libraries) play in building bridges of understanding between and among nations and young people worldwide. Jella Lepman, of Jewish origin, left Germany to escape the Nazi regime in the 1930s and settled in England, where she worked as a journalist in London. After the end of the Second World War, Jella Lepman was invited to return to Germany by the US Army as part of the cultural and educational rebuilding effort. She thus organized an international exhibition of children's books in Berlin as a way of regenerating hope and promoting international and

intercultural understanding. Such hopeful possibilities helped children and youth (as well as adults) overcome the horrors of war and the grim reality of the Nazi regime. According to the picture book based on her life story, Jella Lepman embraced the notion that children's books in other languages could build bridges of peace: "If the war is really over, if one is to believe in peaceful coexistence, the first messengers of that peace will be these children's books" (Pearl, 2007, p. 12). In 1949, a dedicated Jella Lepman founded the International Youth Library. The Internationale Jugendbibliothek München, as it is known in



<sup>1</sup> My unit of learning, entitled *Jella Lepman: Bridging Worlds, Bridging Youth – One Book at a Time*, integrates international perspectives on children's literature in the context of Grade 6 Social Studies curriculum outcomes, as mandated by the Atlantic Canadian province of Nova Scotia.

Germany, is now an internationally renowned library for children of the world and children's and youth literature.

For me, the International Youth Library is both a place and an idea for peace building. On the one hand, it is a fascinating library housed in the 15th-century Blutenburg Castle (which also has a Gothic-style chapel). On the other hand, Jella Lepman's vision and legacy of developing and promoting intercultural understanding through books continues to have an impact on the world: the IYL has become the world's largest library for children's and youth literature, espousing the ideals of hope and peace in a globalized world. According to the International Youth Library website, for example, the unique collection includes more than 580,000 children's and youth books in more than 130 languages, published during the past 400 years. Furthermore, public libraries are significant cultural institutions in democratic societies because they encourage the free exchange of information and ideas. In times of war, however, books are often banned or burned, and victims – including children – also suffer tragic events. In Jella Lepman's (2002) autobiography, she reflects on her decision to organize an exhibition of international books for Germany's war-ravaged children:

*These people had taken a beating, but by no means were they beaten. They had to be given 'something to hold on to'...One principal measure of achieving this...would be an exhibit of the best of children's books from various nations. 'Bit by bit,' I said, 'let us set this upside down world right again by starting with the children. They will show the grown-ups the way to go.' (pp. 32-33)*

Jella Lepman was a woman of courage and conviction. Her legacy of changing the cultural landscape of the imagination resonates today. It is my hope that Nova Scotia students (and others) will learn that not only do they have a responsibility to become informed, active citizens, but they can also contribute to promoting peace and hope by making the world a better place with thoughtful, multilingual children's books. Specifically, students and teachers alike can appreciate that books help bridge cultures worldwide and people of all ages, especially children, and that the Internationale Jugendbibliothek München is a unique example of peace-building and intercultural

understanding.

While our July 2010 TOP visit to the International Youth Library was brief, I was moved by the experience and the life story of its founder. I already look forward to future opportunities to conduct research there – with a bag chock-full of bilingual Canadian book titles in tow to donate.



*Laura A. Thompson, PhD, teaches Social Studies Methods and Social Justice Education courses at Acadia University's School of Education in beautiful Nova Scotia, Canada. She would be pleased to receive your recommendations of engaging intercultural children's books in either English or French.*

*[laura.thompson@acadiu.ca](mailto:laura.thompson@acadiu.ca)*

#### REFERENCES:

International Youth Library (2011). *International Youth Library Collection*. Retrieved June 19, 2011 from: [http://www.ijb.de/files/english/HMe\\_6/Page03.htm](http://www.ijb.de/files/english/HMe_6/Page03.htm)

Lepman, Jella. (2002). *A Bridge of Children's Books: The Inspiring Autobiography of a Remarkable Woman*. Dublin: The O'Brien Press.

Pearl, Sydelle. (2007). *Books for Children of the World: The Story of Jella Lepman*. Illustrated by Danlyn Iantorno. Gretna, LA: Pelican Publishing.

#### NOTE:

One photo (Bookcase) was taken by Laura Thompson during TOP 6 Study Tour (July-Aug 2010). Two photos (Thompson/Flag potrait, Exterior shot) were taken by Wood Powell.

# ABOUT THE COVER

The makeup of a successful, cooperative study tour group is not governed by any set formula. TOP must painstakingly do its best every year to select the best future members of its “family” of fellows and then subdivide them into balanced travel groups according to an array of factors such as gender, home state, and subject area taught. In short, each and every group that TOP sends to Germany is unique and outstanding in its own way; each group has its own dynamics and each group produces its own set of outcomes.

In July 2011, TOP had the opportunity to send a particularly unique group to Germany; a first-of-its-kind. Working with the former Council of State Social Studies Specialists (CS4) president Dr. Brenda Barr and the National Council of State Supervisors for Languages (NCSSFL) president Ms. Ruta Couet, TOP assembled a group of sixteen travelers. The group consisted of six states social studies supervisors, three states world language supervisors, one University-level education specialist, one Foreign Policy Research Institute Fellow, one TOP representative, and for the very first time, four states superintendents of public instruction: Dr. Janet Barresi from Oklahoma, Dr. Nancy Grasmick from Maryland, Dr. Keith Rheault from Nevada, and Dr. Larry Shumway from Utah.

From the get-go, a study tour program was conceived to focus on the German education system. While this is true for all TOP study tours, a particularly dynamic and flexible program was needed to meet the needs of the superintendents as they were available for only one week; most of the remaining group members continued for the full two-week duration. This meant that the group had to hit the ground running: an intense first week where three cities were visited within the first three days of the trip!

The group landed in Munich and enjoyed a leisurely-paced first Sunday consisting of a downtown walking tour, some Women’s World Cup soccer on the big screen, and dinner at the Chinese Tower beer garden restaurant in the English Gardens. Joined by TOP Director Klaus Brodersen, the “marathon” began on Monday morning by visiting the first of three German schools. Within less than 24 hours, the group visited one all-girls high school (*Gymnasium*), one

comprehensive school (one of only two *Gesamtschulen* in the state of Bavaria), and one private vocational secondary school (*Realschule*). In short order, the complex, dynamic, yet stratified nature of the German school system became apparent.

Since the results of the 2000 PISA study (Program for International Student Assessment), the German education system has been in a state of change. Discontent with their nation’s standings in the subjects of math, reading, and science among the 30 OECD competitors, Germans have been working hard to make improvements to a “dual-track” education system that has more or less existed since the Middle Ages. Since World War II, the nation’s schools, both primary and secondary, have fallen under the jurisdiction of the sixteen federal states and their respective ministers of education. Keeping in mind that every community of every state has at least one elementary school (*Grundschule*), one vocational secondary school (*Realschule*) and one high school preparing students for university (*Gymnasium*), the sheer volume of the system becomes easier to grasp. Adding to the complexity are other school forms such as the comprehensive secondary school (*Gesamtschule*), which combines the two secondary tracks under one roof, the so-called middle school (*Mittelschule*), and special schools (*Sonderschule*) for the learning disabled. The list goes on

and on. And depending on the politics of a state’s governing coalition, the aforementioned school forms are either being adjusted or eliminated to make way for yet new school types. But in the end, a two-track system, preparing students for either university or vocation, will remain the backbone of Germany’s stellar export-driven economy that has succeeded in reducing unemployment in the face of

the Great Recession.

Exposing any group of North American educators to the “why” and “how” of the German education system is a tall order and this was a particular challenge for this unique group given the time constraints involved. But complexity often breeds clarity. The group discovered a true gem in





the passion and leadership qualities of Ms. Cornelia Folger, the principal of the Willy-Brandt Gesamtschule. And the generosity and hospitality of the staff and students of the Sabel Realschule was unparalleled. Amidst a “Bavarian Buffet” fit for kings, the group learned that the Sabel school is at the forefront in promoting the U.N.-mandated “inclusion” rules that encourage students with learning disabilities be integrated into standard school forms; this is quite a change from the Sonderschule format that has been in place in most German states. It was at this juncture that opportunities for greater transatlantic education dialogue became clear: what Americans can learn about vocational training, Germans can learn about teaching the learning disabled.

In addition to the schools, the group concluded its only full weekday in Munich with meetings at the Goethe-Institut Central Office and the Bavarian State Ministry of Education. Of course no visit to Bavaria would have been complete without a view of the Alps. The group traveled by bus to the Staffelsee (lake Staffel) where everyone enjoyed a scrumptious meal on the veranda of the aptly-named Alpenblick restaurant with a view of the crystal-clear lake and snow-capped mountains beyond.

A new day, a new city. On the afternoon of the first Tuesday of the study tour, the group traveled by train to Stuttgart. As the home of Mercedes-Benz, Porsche, and BOSCH, Stuttgart is a manufacturing powerhouse within Germany. It is for this reason that the group traveled there to focus on the vocational side of the German education system.

On Wednesday morning, the group found itself in the middle of a laboratory/work training room surrounded by young apprentices-in-training, ranging in ages from about 17 to 20. Having recently graduated from a vocational secondary school (*Realschule*), these students had applied for and been accepted to become apprentices. They had signed contracts, granting each of them several-hundred-thousand-Euros-worth of investment from BOSCH, an investment made despite knowing that not all will elect to remain at the company after completing their training. (BOSCH is a premier manufacturer of power tools, kitchen appliances, and automotive components.)

After viewing a brief presentation, everyone was given the rare opportunity to experience a morning in the life of a BOSCH apprentice. But with the exception of the protective eye wear, the TOP group members didn't really fit the part; their formal business attire, coats and ties included, clashed with the blue and gray overalls of their BOSCH

counterparts. Aided with BOSCH power tools, everyone got to work. The task? To start with a plain wooden disk, about 5-inches in diameter, and create a unique “smiley face” complete with choices of hair styling, jewelry, facial expressions, and more!



Soon the sounds of laughter accompanied the buzzing and whirring of dremel drills, skill saws, and other power tools. About an hour later, amidst a cloud of sawdust, some sixteen wooden smiley faces of varying proportion emerged. Of course, what would a task be without some sort of evaluation? The smiley faces were reviewed and scored by the team of BOSCH apprentices. Three finalists

were awarded but no one left empty-handed. The morning became a true highlight of the tour!

Before departing for Berlin by plane that afternoon, the group enjoyed an amazing three-course meal as guests of Mr. Dieter Berg and the Robert Bosch Stiftung.

Upon arrival in the historic capital city, the group began an examination of the German education system from a federal level. This included a visit to the Federal Ministry of Education as well as lunch as guests of the Federal Foreign Office.

An additional highlight in Berlin included a guided tour of the Deutsche Guggenheim by representatives of Deutsche Bank's corporate social responsibility team, illustrating Deutsche Bank's commitment to supporting the arts and education.

Finally, the first week of the tour came to a conclusion with a visit to the Brandenburg Gate where everyone took turns posing in front of the landmark, followed by a dinner boat cruise along the Spree river.

The second week of the tour continued at a slightly more relaxed pace with a tour of the “Transparent” Volkswagen factory in Dresden, a bicycle tour to the nearby palace in Pillnitz, a visit to the Theresienstadt concentration camp and ghetto in the Czech Republic, and a short stay in Leipzig to explore the events leading up to the collapse of the German Democratic Republic.

Despite being an intense study tour for all involved, TOP feels that the format was a success and looks forward to working with CS4, NCSSFL, and additional states superintendents of public instruction to compose similar study tour groups in the future.

**Article and photos by Wood Powell.**

**Cover photo of Mr. Robert Austin used with permission.**

### 3.3 HUMAN RIGHTS - HOW DOES THE PAST AFFECT THE PRESENT? *SCHWARZFAHRER*

#### FOCUS QUESTION:

- Why do some people choose to take action to address a wrong, whereas others choose to stand by and watch?

#### NCSS STANDARD #4 INDIVIDUAL DEVELOPMENT AND IDENTITY

Personal identity is shaped by an individual's culture, by groups, by institutional influences, and by lived experiences shared with people inside and outside the individual's own culture throughout her or his development. The examination of various forms of human behavior enhances an understanding of the relationships between social norms and emerging personal identities, the social processes that influence identity formation, and the ethical principles underlying individual action.

#### NCSS STANDARD #5 INDIVIDUALS, GROUPS AND INSTITUTIONS

Institutions are the formal and informal political, economic, and social organizations that help us carry out, organize, and manage our daily affairs. Schools, religious institutions, families, government agencies, and the courts all play an integral role in our lives. They are organizational embodiments of the core social values of those who comprise them, and play a variety of important roles in socializing individuals and meeting their needs, as well as in the promotion of societal continuity, the mediation of conflict, and the consideration of public issues.

#### LESSON OVERVIEW:

This lesson focuses on human rights using the Academy Award winning short-subject film *Schwarzfahrer* as the basis of the study. Germany's increasing pluralistic society has resulted in the need for greater sensitivity in accepting cultural and racial differences. This film allows for open discussion and should serve as a vehicle for the examination of biases and their outcomes in our own society.

#### TEACHER BACKGROUND INFORMATION:

*Schwarzfahrer* is a short thought-provoking film about xenophobia by Pepe Danquart, a German director, filmed in black and white. It won several awards at film festivals and the Academy Award in 1994 for best short subject documentary. Through this simple everyday scene - a group of city people riding a tram on a summer morning - we are introduced to the complex themes of diversity and racism. The major exponent of racism and prejudice is an old woman, but the silence of the other passengers leaves her opinions uncontested. The black man's entrance on the tram and his choice of seat beside the old lady sparks off the conflict between the two. His taking a seat by her side serves as a catalyst for the woman's monologue in which she spews invective. Her impolite, inexcusable behavior continues undisrupted until a conductor enters the tram to check the tickets. Quick as lightning, the black passenger grabs his neighbor's ticket and eats it; he legitimizes himself by showing the conductor his monthly pass. He is a "good" passenger; she has become the *Schwarzfahrer*. She is punished for her contemptuous rudeness and gross insensitivity, having to get off the tram with the conductor in order to be fined.

The other passengers are passive throughout the film and play their roles in silence. The man with the helmet (the motorcyclist) who rides without a ticket (the actual *Schwarzfahrer* or fare-dodger), does not comment on any of the old lady's racist remarks. A little boy utters a few words to his mother, giving the impression of being somebody who sees, but not quite understands what is going on. He sends a few smiles to the black man. Then there is the old man, who says nothing, but nods encouragingly once or twice to the old lady. We also see two young German girls, giggling and whispering to each other, most probably about the two Turkish boys, who entered the tram simultaneously with them. One of the Turkish boys is the only one on the tram who disrupts the silence of the other passengers, having an angry outburst in Turkish towards the old lady. A young well-dressed woman with large earrings rides the tram apparently unaffected by the insulting situation unfolding around her. A young man enters the tram in the middle of the old lady's monologue, but he also doesn't display any reaction, being secluded in his own world of music, and thus spared from having to listen to and deal with the unpleasant utterances broadcasted to everyone in the carriage.

**TIME:**

(1-2) 45 minute class periods

**INSTRUCTIONAL RESOURCES:**

- *Schwarzfahrer* is available for viewing with English subtitles at: <http://www.youtube.com/watch?v=XFQXcv1k9OM>

**And the following items located on the following pages:**

1. Viewing Activity Worksheet (table on page 18)
2. Post-Viewing Questions (3.3.2, page 20)
3. "Imaginary Foreigner Strike in Berlin" by Aras Ören (3.3.3, page 21)

**PROCEDURE:****DAY 1**

**ANTICIPATORY SET:** The teacher should direct the students, either in small groups, with a partner, or as an entire class, to discuss the following questions:

1. What is meant by a diverse or multicultural society?
2. Do you have students from different countries who attend your school?
3. What religions and ethnic groups are represented in your school and/or community?
4. What countries did your ancestors live in? When did they come to the United States?

Before showing the film *Schwarzfahrer*, the teacher should distribute these questions for the students to reflect upon while watching the film:

1. Who is riding the tram? What different stereotypes does the film maker present?
2. Evaluate the effect of the film being in black and white, rather than in color. Does this add to the film's theme?
3. How does the film maker use sound (music, human sounds, silence) to underline his theme?

Immediately after viewing the film, the teacher should instruct the students to make a list with the stereotypical descriptions or clichés used by the old woman in her monologue. The teacher may want to distribute the monologue (available online) to the students, especially if the students have had difficulty reading the subtitles. The teacher may want to stress to students that this text is particularly offensive, and that they should be aware of the connotations that some words and phrases have. Words such "Hottentotten" are not interchangeable synonyms for words like "Afro-Deutsche" or "schwarze Deutsche." In addition, the teacher may want to use the student response sheet, which lists the major passengers on the tram.



**PROCEDURE (CONTINUED):**

PEOPLE	ADJECTIVES TO DESCRIBE THEM
Motorcyclist	
Young girls	
Turkish boys	
Little boy	
Boy's mother	
Black man	
Old man	
Old woman	
Adolescent with radio	
Well-dressed woman with large earrings	

**DAY 2**

The teacher should facilitate a discussion of students' observations and reactions to the monologue. The teacher may want to use the Post-Viewing Questions (**Resource 3.3.2**) to elicit student responses.

**WHOLE GROUP REFLECTION:**

The teacher should ask the students to share a time when either they or a friend or a relative was the "victim" of discrimination or the "perpetrator" of intolerance. Are the themes of the film applicable to their lives in the United States?

**MODIFICATIONS:**

1. The teacher might have the students role-play the scene on the tram where the other passengers actually do or say something.
2. The students should rewrite the ending of the movie.

**EXTENSIONS:**

Read the poem *An Imaginary Foreigner Strike* (**Resource 3.3.3**) in Berlin by Turkish-German poet Aras Ören. Before reading the poem, the teacher should ask the students the following questions:

1. Does your community have foreign workers? In what occupations?
2. What are the countries of origin of these workers?
3. Are these foreign workers welcomed? Unwelcomed? Necessary? Unwanted? Why?

Before discussing the poem, in groups, with partners or individually, the teacher should ask the students to compile a list of tasks which were left undone during the foreign worker strike, and then based on the above lists, the teacher should direct the students to compile a second list of the jobs held/done by foreign workers.

Post reading discussion questions:

1. Do you know someone who has been on strike? What were the reasons for this action?
2. Has there even been a strike in your community? If so, how did it affect the community?
3. Why would foreign workers go on strike? (In your community and/or in Germany?)
4. Read the last two lines again. Although foreign workers are essential, there is clearly xenophobia (fear and hatred of strangers or foreigners or of anything that is strange or foreign). Discuss this.

**RESOURCE 3.3.2****POST VIEWING QUESTIONS**

1. Who are the main characters in the film?
2. In what city does the action take place?
3. In what decade does the film take place? How do you know that?
4. What does the old lady say to the other passengers?
5. Does anybody agree with her? How can you tell?
6. What do the other passengers do/say?
7. Which nationalities does the old lady mention when talking about foreigners?
8. The only one who responds to the tirade of the old woman, is a Turkish boy. He speaks Turkish. What does he say to her?
9. How does the old man react when the adolescent listening to music gets on the tram?
10. What kind of feelings and thoughts does the old lady show towards foreigners? Give examples.
11. In your opinion, how do the others on the tram feel about foreigners? Give reasons.
12. What happens to the old lady's ticket?
13. Who is really the "black rider"?
14. What does the title of the film really mean?
15. What do you think of the ending of the film?
16. What stereotypes are presented in the film?
17. Have you heard anyone in your community say things like the old lady on the tram? Who? Give examples.
18. Could something like this happen on a bus or tram in your community? Why/Why not? What would be the same? What would be different?
19. Is there anything in this film that you react to in a negative way? In a positive way?
20. What would you do if you were a passenger on that tram?



**RESOURCE 3.3.3****"IMAGINARY FOREIGNER STRIKE IN BERLIN"**

*(Ein imaginärer Ausländer-Generalstreik in Berlin by Aras Ören<sup>1</sup>)*

The lady in the café wants her  
 Regular afternoon coffee and cake  
 But the cups are not washed,  
 And the waitress has disappeared.  
 Where is my delicious ethnic food?  
 Well spiced and a little change of pace  
 The Dönerkebab<sup>2</sup> spit is not turning  
 And the colorful vegetable booth  
 around the corner  
 Has been shut for days.  
 The patient is waiting for naught  
 for the friendly doctor.  
 No one nurses the old man in the sick ward  
 Not even the soup in the kitchen gets made  
 The garbage pickup is not quite right  
 And the metro stops reek.  
 Berlin's export trade is shrinking  
 Conference participants  
 from all over the world  
 Are fed up  
 Their beds are not made  
 The quick service forgotten.  
 The housing shortage deepens  
 Promises are great,  
 but where are the construction workers  
 Pension plans need urgent subsidies  
 Fewer people paying, red ink everywhere  
 The last foreigner in Berlin  
 turns off the lights and goes home.  
 The industrial sector hangs out a sign:  
 We need workers! Every idiot welcome.  
 The man on the street is still screaming:  
*Ausländer raus!* Foreigners out!

*Aras Ören was born in Istanbul in 1939 and moved to Berlin in 1969. He is a writer and journalist who sees the major challenge of the 21st century to be mass migration movements in a global world. He generally writes in the Turkish language.<sup>3</sup>*

<sup>1</sup> Ören, A. (n.d.). *An Imaginary Foreigner Strike in Berlin*. Retrieved July 2011, from Cornell University Mario Einaudi Center for International Studies: <http://www.einaudi.cornell.edu/europe/outreach/pdf/crossingbridge/day4/An%20Imaginary%20Foreigner%20Strike%20in%20Berlin.pdf>

<sup>2</sup> Dönerkebab is a Turkish dish made of lamb meat cooked on a vertical spit and sliced off to order.

<sup>3</sup> For more information, visit <http://theturkeyreview.wordpress.com/2010/03/24/aras-oren/>

# NEWS FROM TOP FELLOWS

**Vonda Tabor, 2003, VA**, toured China with a group of educators from Virginia in summer 2010. Sites and cities visited included the Great Wall of China near Beijing, the Terra Cotta Warriors near Xian, and the World Expo in Shanghai.

**Cheryl Wiens, 2003, AZ**, is beginning her second year as a clinical instructor in the Mary Lou Fulton Teachers' College at Arizona State University, teaching elementary methods courses in Social Studies and literacy. She also mentors a group of interns in their semesters prior to student teaching.

**Jennifer Jolley, 2004 & 2010, Group Leader 2007, FL**, was named a James Madison Fellow by the James Madison Memorial Fellowship Foundation in 2010, and attended a rigorous one month Summer Institute summer 2011 at Georgetown University.

**Manuel Lopez, 2004, CA**, completed a Fulbright-Hayes to China for five weeks and visited many amazing sites, learned some Chinese and met incredible people. He focused my study on China's growing infrastructure.

**Mary T McCullagh, 2004 & 2010, FL**, participated in a training program sponsored by the Annenberg Foundation at the National Constitution Center ([www.constitutioncenter.org](http://www.constitutioncenter.org)) in Philadelphia. Mary is a Fellow with the Civic Voices International Democracy Memory Bank Project with which she traveled to Poland with three other educators to participate in teacher training seminars, and enjoy the history, culture and people. She also received one of the US State Department Teaching Excellence and Achievement Awards in which she was partnered with Inga Lande who teaches English in Riga, Latvia. Mary traveled to Latvia in April 2011 to team teach and share best practices with educators in Latvia.

**Brandi Cook, 2005, SC**, spent summer 2011 at Georgetown University as part of the James Madison Fellowship that she won last year (2010). She will graduate from Ashland University (Ohio) in 2013 with a Masters of American History and Government.

**S. Kay Gandy, 2005, KY**, was awarded a Fellowship to South Korea in April 2011 and presented her paper, *Avatars, Blabberize, and Cell Phones: ABCs of the Digital Age*, at the International Association for Technology, Education and Development conference in Valencia, Spain in March 2011.

**Brian Cushing, 2006, ME**, took twelve high school and college students to Germany in April 2011 where they traveled to Berlin, Dresden, Nuremberg, Munich, the Dachau Memorial, Rottenburg and Heidelberg. Brian also collaborated with a teacher from Stuttgart last year using his German Youth Culture lesson she found on the Goethe website with TOP Fellow lessons plans.

**Bill Wyss, 2006 & 2010, OH**, will be co-presenting at the Great Lakes Council for Social Studies in Columbus, Ohio on the topic "Democratic Teaching, Teaching about Democracy, and Global Perspectives." He'll be discussing observations from German classrooms in Duisburg, Munich, Schwerin, and Stuttgart.

**Lance C. Boyd, 2007, HI**, recently completed the Fulbright Distinguished Awards in Teaching Fellowship 2010-2011 in Singapore. This summer he served as a USAID consultant supporting the development of ASEAN Eco-schools programs and taught for the US State Department SUSI Program for Young Environmental Leaders from Southeast Asia and the Middle East.

**Dennis Burin, 2007, MI**, was recently hired as full-time teacher preparation faculty at Baker College-Port Huron after retiring from Hazel Park Schools after 27 years as a social studies teacher and administrator.

**Scott Noet, 2007, TOP Fellow of the Year, MN**, participated in the Toyota International Teacher Program's maiden voyage to South Africa where 24 teachers from all disciplines spent two weeks touring the country guided by the themes of environmental education and sustainability.

**Mike Raymer, 2007, GA**, recently co-authored a series of ten lesson plans for the European Union Delegation to the United States which were designed to support history and social sciences curricula in the United States.

**Lynette Swiger, 2007, WV**, received an "Exemplary Teaching Techniques" award from her RESA 7 (Regional Education Service Agency) in June 2011. Participants were asked to submit a video showing themselves teaching a lesson, and submitted videos were peer evaluated by all participants and was honored to have been chosen from the elementary division.

**Kim (Miller) Berman, 2008, OH**, was awarded the Outstanding Educator Award, Bruce B. Hill foundation for Findlay City Schools. She was also a conference presenter at the National Association for Gifted Children in 2010 and 2011.

**Amy (Kesler) Bovat, 2008, FL**, welcomed the birth of her daughter, Emily, on March 20th, 2011. She will be staying at home with her and will return to the classroom when Emily begins school.

## THE LATEST UPDATES FROM PAST STUDY TOUR PARTICIPANTS

**Jeff Brigham, 2008, IL**, will be doing a German exchange with teachers from Hamburg next summer after hosting a German teacher this October. He took students to the Galapagos Islands in summer 2010 (with a second generation German guide in Ecuador!) and to Italy in summer 2011.

**Tom W. Glaser, 2008, FL**, received the Gilder-Lehrman American History Teacher of the Year for Florida, the 2011 Coe Fellowship at Stanford University, the 2010 International Society for the Social Studies Outstanding Teacher Award, and the 2010 IREX/TEA teacher to Armenia, in addition to presenting at the NCSS, NCTE, ISSS, FCSS, and M-DCSS annual conferences.

**Jacqueline Littlefield, 2008, ME**, participated in the 2010 Jewish Foundation for the Righteous European Study Tour to Germany and Poland led by Holocaust scholar Robert Jan van Pelt and presented at the 2010 Northwest Arkansas Holocaust Conference for middle and high school students.

**Sharon Powers, 2008, CT**, travelled to Albania, Macedonia and Bulgaria with friends who work for the US Embassy in Tirana in summer 2011. She teaches Modern World History and plans to incorporate her pictures and what she saw into her lessons this fall.

**Quinn Rollins, 2008, UT**, was recently awarded the Utah Council for the Social Studies Secondary Teacher of the Year; he also presented a Teaching Modern Germany class at the Utah Rural Schools Association annual conference in 2011.

**Melinda Staubs, 2008, AL**, served as Curriculum Coordinator for the 2011 Summer I Korea Society Fellowship. She also conducted three summer workshops on integrating economics into the elementary curriculum.

**Rhonda Watton, 2008, WI**, traveled to Europe with 45 high school students from Wisconsin and Colorado with the People to People Student Ambassador Program in July 2011. Highlights included sailing at the United Kingdom Sailing Academy, going to the musical "Love Never Dies" in London, repelling down a 90 foot wall at Penrhyn Castle in Wales, and the horse and cart ride through the countryside and the Gap of Dunloe in Killarney, Ireland.

**Erik Weiselberg, 2008, NY**, was inspired by the Grimm's house in Kassel during his TOP tour, and wrote a "book"/manuscript on the Brothers Grimm and the famous writer from his home town, Washington Irving, in preparation for an exhibit in August 2011 at The Irvington Historical Society and will be giving talks on the subject in August and September 2011.

**Debra Ballweg, 2009, WI**, chaperoned a group of 23 Verona Area High School students for a three-week student exchange in the city of Solms in the German state of Hessen in spring of 2010. In addition, she became a grandmother to two beautiful grandsons, Alex and Pierce.

**Rhonda Leduc, 2009, BC**, is graduating this year from the University of Illinois Urbana-Champaign with a Masters of Education degree in Educational Policy Studies with a focus on Global Studies in Education.

**Siggi Piwek, 2009, WI**, presented a session at the Wisconsin Social Studies Conference in March. He organized a concert by Doppel U (a German rap artist) in March, and created and implemented an exhibit related to Frauenfußball for German language students in Wisconsin. Siggi was selected to participate in a two-week seminar dealing with multiculturalism and diversity in Berlin, Germany in June/July 2011. In August 2011, he took part in a seminar about James Madison in Montpellier, VA, which was offered through the Gilder Lehrman Institute of American History.

**Pam Su'a, 2009, UT**, is currently Project Director on a new Teaching American History Grant plus a USTAR (Science and Math teachers) for the Jordan School District while still teaching high school and middle school history classes. Her spare time is spent cycling and spoiling her two new grandchildren. She recertified in Social Studies/History National Board Certification in 2010.

**Susan Tornatore, 2009, NY**, participated in the 2010 Korean Society Fellowship where she spent two and a half weeks studying the culture and history of Korea. The first portion of the learning took place at Korea University in Seoul, S. Korea, followed by a five day trip to the southern part of the peninsula to visit ancient monasteries and archaeological sites. Some of the highlights included a field trip to the DMZ, seeing the oldest known copy of the Buddhist text, the Tripitaka, and watching the World Cup with thousands of fans. "The experienced offered an in depth understanding and helped me to understand Korea's unique qualities."

**Jessica Browner, 2010, CT**, spent three weeks exploring the Amazon, the Sacred Valley, and Machu Picchu in Peru in summer 2011.

*(Continued on page 24)*

**Matthew Bundy, 2010, ID**, organized combined Social Studies Department and German Department participation in the New York Goethe-Institut Award of Excellence Program. 675 out of 1050 students at the High School participated in the lesson about the fall of the Berlin Wall. The school received a Goethe-Institut Grand Prize and one of the participating students was awarded a three week study tour to Bonn, Germany. Matthew is currently serving as the Social Studies Department Chair at Mountain Home High School.

**Eugene Earsom, 2010, OK**, was one of three inducted into the Alumni Hall of Fame for the University of Science and Arts of Oklahoma (named the Oklahoma College of Liberal Arts when he graduated) in November 2010. In April 2011 he was fortunate to be chosen along with seven other teachers to participate in the Spring Fellowship for American Educators to Korea, sponsored by the Center for International Affairs, the Academy of Korean Studies, and the Korea Society.

**Tyler McCabe, 2010, IA** was engaged in June of 2011.

**Kerri Packwood, 2010, AR**, traveled to Columbia University in New York City to attend a one-week competitive application seminar entitled "Crisis and Culture in the 1850s" offered through the Gilder Lehrman Institute of American History last summer. Directed by Andrew Delbanco, Director of American Studies at Columbia University, this seminar explored the ominous yet hopeful era of the 1850s, with the aim of understanding the political and moral issues that drove Americans apart, and how the literature of the period helps us understand why.

**Michael Robinson, 2010, TN**, was named the 2010 NCSS Outstanding Secondary Social Studies Teacher of the Year. He will be traveling to Singapore for two weeks in November to participate in Singapore's Ministry of Education's Outstanding Educator in Residence as a guest lecturer.

**Wendy Sierra, 2010, TX**, participated in the Lyndon Baines Johnson Library "Cold War Cultures" Summer Teacher's Institute at the University of Texas in summer 2011.

**Tom Sorosiak, 2010, OH**, is currently teaching graduate courses to students (usually teachers) on Contemporary Germany and the Transition of government from 1945 to the present at Bowling Green State University. He conducted a workshop for teachers in Bismarck, North Dakota by invitation from the North Dakota School Boards Association, and conducted a workshop for teachers in an Appalachian School District in extreme Southern Ohio. He is currently working to create an online course in a rural school district for students to learn German. Tom was given the distinguished honor of being awarded the Bundesverdienstkreuz (Order of Merit of the Federal Republic of Germany) by then President Horst Kohler in 2009.

**Jessica Stock, 2010, MI**, participated in the Choices Summer Leadership Institute at Brown University in July 2011, which was an intensive week-long institute on Afghanistan and U.S. Policy using the Choices curriculum.

**Crystal Thiele, 2010, NY**, took part in the Teaching Excellence and Achievement Program in April 2011 which was a government sponsored program that sent her to Kazakhstan for two weeks. Crystal gave seminars and helped out in local schools. The program is being renamed Teachers for Global Classrooms and sends qualified teachers to countries all over the world.

## RECENT WORKSHOP LEADERS: FALL 2010 & SPRING 2011

Ann Ackerman	Nashua, NH	Cornelia Coldsmith	Hanover, PA	Steven Hammerman	Weston, FL
Jessica Anderson	Algonquin, IL	Debra Collett	Cedar Hill, TX	Joy Hatcher	Tucker, GA
Shawna Anderson	Manistique, MI	Rick Cornelius	Ashland, OR	Harmony Hendrick	Bowling Green, KY
Andrew Buchanan	Sparta, NJ	Michelle Cotrell-Williams	Arlington, VA	Diane Henssler	East Earl, PA
Angelia Armstrong	Greenville, SC	Linda Cotter	Columbus, OH	Joseph Hilliard	Powder Springs, GA
Davina Bair	West Valley City, UT	Rose Marie Craft	Orangeburg, SC	Paul Hoelscher	Clayton, MO
Brandon Barr	Chicago, IL	Kirsten Croone	St. Paul, MN	Edith Howard	Woodbridge, VA
Sam Bastianelli	Indianapolis, IN	Jim D'Acosta	Fairfield, CT	Jeff Huber	Westlake, OH
Dolores Beckman	New York, NY	Christopher Dague	Fayetteville, NC	Lewis Huffman	Columbia, SC
Drinda Benge	Raleigh, NC	Kamie DeMille	Salt Lake City, UT	Kandice Isbell	Fort Gibson, OK
Jennifer Bevill	Baton Rouge, LA	Paul Dickler	Dodgeville, WI	Mary Jane Jackson	Walnut, MS
Mary Bisheh	Del Valle, TX	Matthew Dobson	Mayfield, KY	David Jacobsen	Lincolnshire, IL
Thomas Bittner	North Collins, NY	Jean Donoghue	Long Beach, NY	Tonya James	Nelsonville, OH
Natalie Bitton	San Francisco, CA	Yanick Douyon	Miami, FL	Karen Johnson	St. Louis, MO
Elke Bleecher	Midlothian, VA	Lisa Draper	Bethlehem, PA	Laura Johnson	Groton, CT
Krista Boivie	Las Vegas, NV	Danielle DuBois	Stone Ridge, NY	Linda Johnson	The Woodlands, TX
Jessica Browner	New Canaan, CT	Jennifer Eastman-Miller	North Manchester, IN	Jennifer Jolley	Parkland, FL
Jacqueline Brown-Williams	Tryon, NC	Deborah Edmonds	Dunbar, WV	Dot Kemptner	Cumming, GA
Teresa Bulman	Portland, OR	James Feldman	St. Clair Shores, MI	Alycia Kender	Germantown, WI
Matthew Bundy	Mountain Home, ID	William Fitzhugh	Baltimore, MD	Lynn Khadija	Lansing, MI
Amy Camarcese	New Wilmington, PA	Mark Forbes	St. Charles, MO	Nicki King	Logan, OH
Ryan Canton	Plymouth, MN	Tim Foreman	Berkley, MI	Shirley Krienert	Murphysboro, IL
Jeffrey Carr	Anderson, CA	Lezley Francis	Wainwright, OK	Cindy Lamb	Murfreesboro, TN
Christine Carter	Kissimmee, FL	Deborah Gallaher	Shady Spring, WV	Laura Landon-Favatas	Washington, DC
Elizabeth Chapman	Beaumont, TX	Christa Garcia	Glen Ellyn, IL	Diane Lang	Overbrook, KS
Jinny Choi	Washington, DC	Hector Gonzalez	Miami, FL	Tracy Levine	Denton, TX
Janet Claytor	Ocala, FL	Kelley Graves	Chesapeake, VA	Denise Lowe	Ft. Lauderdale, FL
Tracy Cobden	Raytown, MO	Tara Gray	Bellevue, WA	Norma Mahler	Savannah, GA
Melissa Cohen-Nickels	Houston, TX	Sharryl Hagerman	Micaville, NC	Rima Majaess	Halifax, NS



# WHY LEAD A "TOP" WORKSHOP?

The Transatlantic Outreach Program has been providing teaching materials to social studies educators since 2002. Our instructional manuals as well as maps, the "Field Trip to Berlin" DVD, and more, are available **free-of-charge** to in-service workshop leaders.

Whether you are an experienced teacher-trainer or want to conduct an in-service workshop for the first time, there are many reasons to lead a "modern Germany" workshop with TOP teaching materials. For starters, if you are already familiar with our teaching materials, then leading a workshop is the easiest way to obtain copies for your colleagues. Becoming an active workshop leader within your school or district is one way to advance your career as an educator beyond the classroom. Workshop leaders can also gain exposure on the state, regional, and national levels through various educator conferences. Finally, becoming a workshop leader will enhance your application should you apply for a TOP study tour to Germany. For more information about our study tours, turn to page 26.

## TO SUBMIT A MATERIALS ORDER REQUEST, FOLLOW THESE 5 EASY STEPS:

1. Visit the TOP website at **WWW.GOETHE.DE/TOP**.
2. Click **WORKSHOPS** from the main menu.
3. Click on the **ONLINE MATERIALS REQUEST FORM**.
4. Complete the form keeping your desired **WORKSHOP DATE** and **AUDIENCE** in mind.
5. Provide delivery **ADDRESS** information & **SUBMIT!**

*PLEASE NOTE: YOU WILL RECEIVE ORDER CONFIRMATION & ADDITIONAL INSTRUCTIONS APPROXIMATELY 2-3 WEEKS PRIOR TO YOUR DESIRED WORKSHOP DATE!*



## RECENT WORKSHOP LEADERS: CONTINUED

Karen Maloley	Richmond, KY	Lisa Pennington	Portsmouth, VA	Mimi Stephens	Worcester, MA
Theresa Martin	Summit, NJ	Carmen Pinto	Mineola, NY	Chuck Stjern	Mt. Pleasant, SC
Tyler McCabe	Fort Dodge, IA	Vann Prime	Woodbine, MD	Jessica Stock	Dexter, MI
Mary McCullagh	Plantation, FL	Kenneth Prowell	Fairfax, VA	Eugene Street	Chesterfield, VA
Beverlene McDonald	Davie, FL	Heather Randolph	Bakersfield, CA	Timothy Sweeney	Charleston, SC
Gloria McElroy	Knoxville, TN	Kristine Rengel	Orlando, FL	Crystal Thiele	Brooklyn, NY
Christopher McGrew	Lafayette, IN	Cynthia Resor	Richmond, KY	Laura Thompson	Wolfville, NS
Abbey McNair	Omaha, NE	Jessica Roberts	Bowling Green, KY	Vernon Tillman	New York, NY
Nicole Means	St. Francisville, LA	Michael Robinson	Memphis, TN	Marion Torres	San Antonio, TX
Deborah Minchin	New Rochelle, NY	Katie Rockwell	Highlands Ranch, CO	Sheila Toth	Barrackville, WV
Shawna Morgan	Davie, FL	Mary Rockwell	Rochester, NY	Heather Trautner	Valparaiso, IN
Lisa Mueller	Cincinnati, OH	Timothy Rodman	Knoxville, MD	Carol Truesdell	Springfield, VA
Kerri Murphy	Bronx, NY	Jessie Ruemmler	Chesterfield, VA	Lynn Tutterow	Mocksville, NC
Lakeshia Myers	Suitland, MD	Lisa Sargent	Murfreesboro, TN	Brenda Tyler	Tucson, AZ
Mark Nadobny	Mount Pleasant, SC	Jon Schmidt	Chicago, IL	Volker Langenheine	Omaha, NE
Linda Nimer	Clovis, CA	Erin Schomburg	Princeton Junction, NJ	Julie Wakefield	Reno, NV
Patrick Nolan	Jacksonville, FL	Daryl Schuster	Clearwater, FL	Stephanie Walters-Rowe	Wampsville, NY
Chris O'Brien	Glendale, AZ	Gina Scott	Mt. Pleasant, SC	Andrea Walton	Hollister, CA
Debra O'Dell	Elkview, WV	Maria Sheperd	Santa Clarita, CA	Julia Warren	Bennettsville, NY
Melinda Odom Staubs	Jacksonville, AL	Tom Siembor	Fairport, NY	Jennifer Wasserstrom	Ballston Spa, NY
Jeanne Okrasinski	Dekalb, IL	Wendy Sierra	Georgetown, TX	Brittany Whitted	Austin, TX
Jodie Olivo	Pawtucket, RI	Wendy Silvius	Cincinnati, OH	Sarah Wile	Hubley, NS
Kerri Packwood	Springdale, AR	Ruby Smart	San Leandro, CA	Andrea Wilford	Muscataine, IA
George Pagano	Brooklyn, NY	Rebecca Smith	Springfield, MO	Brent Wilson	Louisville, KY
Karen Page	Muldrow, OK	Michael Smith	Memphis, TN	Jamie Winter	Minneapolis, MN
Robin Palomares	Baltimore, MD	Thomas Smith	Auburn Hills, MI	Kevin Witte	Kearney, NE
Laurel Panser	St. Paul, MN	Canada Snyder	Des Moines, IA	Alison Wolin	Oceanside, NY
Susan Parent	Spring, TX	Thomas Sorosiak	Grand Rapids, OH	Bill Wyss	Louisville, OH
Raelynn Parks	Brooklyn, NY	Gail Spinnato	McComb, MS	Jonathan Young	Astoria, NY

# TRAVEL TO GERMANY: FAQ!

## 1. AM I ELIGIBLE TO APPLY?

Eligible applicants include the following from the United States and Canada: Social Studies teachers (grades K-12), Social Studies methods professors, curriculum coordinators, and applicable States Departments of Education employees.

## 2. HOW DO I APPLY?

Visit the Study Tours > Application & FAQ section of our website, [www.goethe.de/top](http://www.goethe.de/top).

## 3. WHEN IS THE APPLICATION DEADLINE? HOW LONG MUST I WAIT TO BE NOTIFIED?

The 2012 deadline is February 6. Application packets must be received by this date. Notification letters will be mailed by April 1.

## 4. HOW MUCH DOES IT COST?

TOP pays for most expenses through the generosity of its program partners. TOP pays for most domestic and international transportation fees, hotel accommodation fees, two meals per day while abroad (usually breakfast and dinner), and any mandatory study tour related fees, such as museum entry fees, etc.

- TOP pays neither for domestic nor for international airline baggage fees if incurred.
- TOP does not pay for passport/visa renewal fees.
- TOP does not pay for expenses incurred during free time.
- TOP does not pay for incidental hotel costs, including but not limited to long-distance telephone service, Internet service (WiFi), Pay-Per-View, laundry service, mini bar, etc.

Each participant will be provided with her or his own hotel room.

**A refundable deposit is required upon acceptance. The deposit amount for 2012 participants will be \$350.00 USD.**

Deposit refund depends on the successful completion of the items listed in **question 8** of this FAQ.

## 5. WHEN DO THE STUDY TOURS TAKE PLACE?

The study tours are two weeks in length and take place during the summer months. The specific tour dates are listed at the top of the application form. Applicants are encouraged to select as many of the applicable dates as possible.

## 6. IS KNOWLEDGE OF THE GERMAN LANGUAGE A REQUIREMENT?

Since TOP caters to American and Canadian educators of Social Studies, knowledge of the German language is NOT a requirement. German language educators wanting to travel to Germany are encouraged to contact their nearest Goethe-Institut for scholarship opportunities. Visit [www.goethe.de](http://www.goethe.de).

## 7. HOW CAN I IMPROVE MY CHANCES OF BEING SELECTED?

While not a specific requirement, applicants with documented workshop leadership experience are preferred. We ask that applicants document the workshops they have led on the résumé (CV) portion of their application form.

Applicants who lead a "TOP" workshop with TOP teaching materials between May 1, 2011 and the application deadline will receive additional preferential treatment. (Those interested in leading a TOP workshop may request materials at no charge. Refer to **page 25 of this newsletter** for more information.) Such workshop leaders must return their completed attendee forms to receive credit for their workshop.

The application review committee reads applicants' essays very carefully. Have someone proof read your essay before submission. It is recommended that you reference current events in your essay. It is also recommended that you be as thorough as possible when describing how you will follow through with your post-tour responsibilities.

## 8. WHAT IS THE CATCH?

This is a study tour. In fact, there is not much free time during the two weeks abroad. We demand that all participants come willing to engage, to learn, and to be able to absorb a lot of information during a fun, yet mentally and sometimes physically intense two weeks in Germany.

Upon returning from Germany, each participant is required to 1) write a "unit of learning" consisting of one or more lessons and 2) conduct one TOP workshop at the local, district, state, regional, or national level by May 1, 2013. The "unit" may consist of any "Germany-related" lessons of your choosing.

Those 2012 participants who conduct a workshop as part of their study tour application (refer to question #7) must still complete one workshop following their return from Germany.

## 9. JUST HOW "PHYSICALLY INTENSE" ARE THE STUDY TOURS?

While groups travel long distances by plane, train, or bus, participants must often walk distances of several city blocks or more; for example, from a train station to a hotel or between scheduled events. Punctuality is paramount, so walking rather briskly is sometimes necessary.

Participants must also be responsible for their luggage at all times. This can be especially challenging when embarking/disembarking trains. Elevators and escalators are also not omnipresent, so navigating stairways with luggage can be problematic for even the most experienced travelers. In addition to walking, groups often take at least one bicycle tour. For those who are unable or uncomfortable riding a bike, alternative arrangements may be made.

The heat of the summer months can also pose its own unique challenges.

## 10. WHAT WILL THE TRAVEL ITINERARY LOOK LIKE?

The emphasis of the tours is on contemporary German issues, relating especially to the government, economy, culture, education, and environmental awareness. Additional themes of note include the legacy of the Holocaust, post-war Germany, German unification, and European integration.

# ALL ABOUT TOP

Dear Educator,

The "TOP TEAM" would like to thank you for taking interest in the Transatlantic Outreach Program. We know your time is precious, and we hope you have enjoyed the latest edition of our newsletter.

Whether you are one of our experienced Fellows or learning about us for the first time, we hope you have found something in this newsletter that will encourage you to build a professional relationship with TOP.

The articles contained herein were written by educators just like you, who only a short time ago had never heard about the opportunities available to them through our program. Should you decide that your classroom is ready to "span continents," be it through the use of specific teaching materials, leading workshops, going on a study tour, or engaging in any type of student exchange with "pen pal" letters, teddy bears, student artwork, video conferencing, or otherwise, then we hope you will strongly consider the Transatlantic Outreach Program as a partner on your journey.

Through the production of our teaching materials, the sponsorship of in-service teacher training workshops, and by organizing study tours, TOP was founded as a unique public/private partnership to encourage cross-cultural dialogue and to provide you and your students with global understanding.

One of the first questions many people ask us is, *Why Germany?*

Well, for one, many Americans have German ancestry. Germany is home to one of the world's largest economies by GDP and is one of the world's leading exporters. Germany is a prime mover in European integration and was a founding member of the European Union. Germany is an immigrant nation, bordered by more countries than any other in Europe. Germany is a global leader in environmental protection and "green" technologies. Germany and the USA are important international partners that share common problems and must work together to find common solutions.

Finally, promoting dialogue between countries and cultures is the cornerstone of German foreign educational and cultural policy. It is about actively building bridges between peoples in an effort to foster greater understanding and enable nations to be viewed in their cultural and historical contexts.

If you are ready to learn more about what TOP has to offer you and your students, then we invite you to visit the "Teaching Materials" section of our website, or feel free to contact us. We look forward to your questions and we look forward to receiving your study tour application soon!

Sincerely,

*The TOP Team*

## FACTS ABOUT TOP

### **Main Office Location:**

Goethe-Institut Washington  
812 7th St. NW  
Washington, DC 20001

### **Primary Contact Information:**

[www.goethe.de/top](http://www.goethe.de/top)  
[top@washington.goethe.org](mailto:top@washington.goethe.org)  
(202) 289-1200

### **Public Partners:**

German Federal Foreign Office  
Goethe-Institut

### **Private Partners:**

Deutsche Bank  
Robert Bosch Stiftung

### **President of the Board:**

German Ambassador to the USA

### **Program Staff**

Director: Klaus Brodersen  
Coordinator: Wood Powell  
Asst. Coordinator: Sarah Yabroff

### **Teaching Materials Distributed:**

22,200 (2010 Only)

### **Workshops Sponsored:**

315 (2010 Only)

### **Number of TOP Fellows to Date:**

852 (2002-2011)

### **Materials Online/TOP Website:**

K-12 Instructional Manuals  
Multimedia Games  
TOP Fellow Lessons  
"Green" Education Workbooks  
"Germans in America" Lessons  
& More!

**TRANSATLANTIC OUTREACH PROGRAM**  
**A PUBLIC / PRIVATE PARTNERSHIP**



Deutsche Bank



Robert Bosch **Stiftung**

**GOETHE-INSTITUT WASHINGTON**  
**812 SEVENTH STREET, NW**  
**WASHINGTON, DC 20001-3718**

**TOP@WASHINGTON.GOETHE.ORG**  
**TEL: (202) 289-1200**

**[WWW.GOETHE.DE/TOP](http://WWW.GOETHE.DE/TOP)**