

## A level German: Covering the themes

### Theme 1: *Gesellschaftliche Entwicklung in Deutschland*

Theme 1 is set in the context of Germany only.

#### **Sub-theme: *Natur und Umwelt***

*Umweltbewusstsein; Recycling; erneuerbare Energie; nachhaltig leben.*

Aspects of this theme and vocabulary will have been studied at KS4 so this theme serves as a good starting point for year 1. It is important, however, that the theme is approached at a higher level and that students are reminded of the need to bring more analysis and depth into their arguments, more complex structures and grammar into their writing and speaking assessments.

Resources can be found particularly on the German government website <http://www.umweltbundesamt.de/> for the Ministry of the Environment. Linked to that, their young person's website contains many publications which students will find accessible at <http://www.bmub-kids.de/> The *Bundesministerium für Wirtschaft und Energie*, <http://www.bmwi.de/>, contains useful information about renewable energy resources including statistic and graphical data.

## Suggested activities

Topic	Activity	Skill	Teacher notes
<b>Umweltbewusstsein</b>	<p><b>Introduction to the topic</b></p> <p><a href="https://www.youtube.com/watch?v=GjDCSCbHTBs">https://www.youtube.com/watch?v=GjDCSCbHTBs</a></p> <p>This video comes from the Yves Rocher Foundation.</p> <p>Students could match the protagonists to the actions they take to protect the environment.</p>	Listening	This could be a matching activity with the actions listed and students number them in the correct order they are mentioned, or a gap-fill activity with a transcript. As follow-up students could discuss what they do.
<b>Umweltbewusstsein</b>	<p><a href="http://www.kinder.diplo.de/Vertretung/kinder/de/Umweltschutz/Umweltschutz.html">http://www.kinder.diplo.de/Vertretung/kinder/de/Umweltschutz/Umweltschutz.html</a></p> <p>This article from the <i>Auswärtiges Amt</i> of the German government is aimed at young children and highlights the worldwide problems which affect the environment. Students could use this to improve their vocabulary by categorising vocabulary to each of the three areas <i>Wasser, Klima, Tiere</i>.</p>	Reading and vocabulary	The level of language of this text makes it accessible for students embarking on the AS course. The article would also lend itself to students being divided into three groups to complete the task and then sharing their information.
<b>Recycling</b>	<p>This video comes from Bayern TV, which explains how the Germans separate their rubbish.</p> <p><a href="https://www.youtube.com/watch?v=EhcRurOy0z0">https://www.youtube.com/watch?v=EhcRurOy0z0</a></p> <p>It would lend itself to a kinaesthetic activity with cards representing each type of rubbish and the different containers, and students placing the cards in the correct container.</p>	Listening	Although recycling is more prevalent now in the UK, there are differences between the UK and Germany so this will enable students to understand the social context.

<p><b>Energie</b></p>	<p>Depending on students' background knowledge, this booklet aimed at German children gives accessible explanations about ways of producing forms of energy, which are used in Germany:</p> <p><a href="http://www.palkan.de/pdf/AH-1_2010.pdf">http://www.palkan.de/pdf/AH-1_2010.pdf</a> (<i>'Mit Joulett die Energie entdecken'</i>)</p> <p>It could be used in conjunction with statistical information from <a href="http://de.statista.com">http://de.statista.com</a> which gives graphical information about the percentage of each form of energy used in Germany.</p>	<p>Independent research</p>	<p>Students could be asked to look at this on the internet and each be given a form of energy. They could then feed back to the class explaining that energy form. They may know the theory from science but this will help them acquire the German vocabulary.</p>
<p><b>Energie</b></p>	<p>On <i>Der Spiegel</i> website</p> <p><a href="http://www.spiegel.de/thema/erneuerbare_energie_n/">http://www.spiegel.de/thema/erneuerbare_energie_n/</a></p> <p>there is information about positive and negative aspects of different energy resources. The article would lend itself to a 'Plus/minus/interesting' (facts) activity.</p>	<p>Reading and summarising</p>	<p>The link is on the bottom left-hand side of the page and, as you click on each form of energy producer, information about the advantages and disadvantages is given.</p>
<p><b>Windenergie</b></p>	<p>The video from Rheinland-Pfalz TV on YouTube</p> <p><a href="https://www.youtube.com/watch?v=4QEkJu3ayjI">https://www.youtube.com/watch?v=4QEkJu3ayjI</a></p> <p>considers the value of wind turbines, and two residents near Bremen talk about the negative side of such energy in the video.</p> <p><a href="https://www.youtube.com/watch?v=TAezbPBbkaU">https://www.youtube.com/watch?v=TAezbPBbkaU</a></p> <p>These videos could be used for students to note the positive and negative arguments and then debate the topic of wind turbines.</p>	<p>Listening and speaking</p>	<p>Having watched the videos and made notes, students could form two groups to develop arguments for and against wind energy and then hold a class debate.</p>

<b>Energie- Atomausstieg</b>	<a href="http://dw.com/p/11TQB">http://dw.com/p/11TQB</a> This article from <i>Deutsche Welle</i> considers the German decision to drop atomic power by 2022.	Reading and comprehension work	The level of language in this text is quite high and would lend itself to true/false activities or comprehension questions.
<b>nachhaltig Leben</b>	<a href="http://www.freiburg.de">www.freiburg.de</a> Freiburg has been considered the <i>Ökohauptstadt</i> of Germany and there is a link on the Freiburg website to a brochure which outlines why this is so.	Reading and summary presentation	Students could be given the link and each given an area to read about and present their findings about Freiburg to the class.

**Sub-theme: Bildung**

*Bildungswesen und die Situation von Studenten; Sitzenbleiben; Berufsausbildung.*

**Suggested activities**

Topic	Activity	Skill	Teacher notes
<b>Bildungswesen</b>	The <i>Bundeszentral für politische Bildung</i> ( <a href="http://www.bpb.de/gesellschaft/kultur/zukunft-bildung/">http://www.bpb.de/gesellschaft/kultur/zukunft-bildung/</a> ) has a number of articles, some of which may need to be adapted, for students to access information about the German system. There is information about the changes to the current school system as well as information on the increased numbers attending universities.		
<b>Bildungswesen</b>	Not all students will be aware of the German school system and recent changes. A simple introduction to promote discussion could be using the video  <a href="https://www.youtube.com/watch?v=L3uatU-UH60">https://www.youtube.com/watch?v=L3uatU-UH60</a>  from Goethe Institut's <i>Sprachlabor</i> . Students could note particular differences seen or heard and this could be followed by a discussion.	Listening and speaking	Although the language level of the video is not particularly high, it serves as a good introduction for students who have never visited a German school.

<p><b>Ganztagsschulen</b></p>	<p>The <i>Münchener Kinderzeitung</i> presents the views of some children in their online newspaper about <i>Ganztagsschulen</i> at</p> <p><a href="http://www.muek.info/pro-contra-ganztagsschulen/">http://www.muek.info/pro-contra-ganztagsschulen/</a></p> <p>A linguistically more challenging view can be found on the site <i>Schule in Baden-Württemberg</i> at</p> <p><a href="http://www.schule-bw.de/schularten/grundschule/3gsinfos/8well/beispiele_weiterf_schulen/14_kontroverse_ganztagsschule.html">http://www.schule-bw.de/schularten/grundschule/3gsinfos/8well/beispiele_weiterf_schulen/14_kontroverse_ganztagsschule.html</a></p> <p>so that both sides of the argument are expressed. Students could either be given the article to create a mind map for and against <i>Ganztagsschulen</i> or using de Bono's PMI (plus, minus, interesting) theory, order the arguments accordingly before debating them. To produce a more kinaesthetic activity the teacher could create the arguments on cards for students to categorise.</p>	<p>Reading and discussion</p>	<p>There have been a number of changes to the German school system in recent years such as the introduction of <i>Ganztagsschulen</i> and the reform of the <i>Sekundarstufe</i> including the removal of <i>Hauptschulen</i> in some areas.</p>
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<p><b>Sitzenbleiben</b></p>	<p>Students would need to understand how important the marking system is in the German education system. The article 'Muss es in der Schule Noten geben?' at <a href="http://www.spiegel.de/schulspiegel/wissen/pro-contra-muss-es-in-der-schule-noten-geben-a-734275.html">http://www.spiegel.de/schulspiegel/wissen/pro-contra-muss-es-in-der-schule-noten-geben-a-734275.html</a> from <i>Der Spiegel</i> gives both sides of the argument, which would lend itself to activities such as those suggested above.</p>	<p>Reading and discussion</p>	<p><i>Sitzenbleiben</i> is no longer as widespread as previously and in some areas only occurs in the upper classes of the <i>Sekundarstufe</i>. However, there is still considerable pressure on pupils to achieve and the stress of <i>Klassenarbeiten</i> and <i>Noten</i> could be included here.</p>
<p><b>Sitzenbleiben</b></p>	<p>An article about stress in German schools can be found at <a href="http://www.spiegel.de/schulspiegel/stresstest-macht-dich-die-schule-fertig-a-419035.html">http://www.spiegel.de/schulspiegel/stresstest-macht-dich-die-schule-fertig-a-419035.html</a> 'Macht dich die Schule fertig?' has a link at the end to a questionnaire about <i>Schulstress</i> which students could complete. Students could be asked to write a agony aunt type letter to a student facing stress in school in Germany.</p>	<p>Reading and complete questionnaire + written task</p>	
<p><b>Sitzenbleiben</b></p>	<p>The pros and cons of <i>Sitzenbleiben</i> can be watched in the programme <i>Ehrenrunde oder nicht</i> at <a href="https://www.youtube.com/watch?v=h7PHWSK0t3M">https://www.youtube.com/watch?v=h7PHWSK0t3M</a> This can be complemented by the arguments for and against <i>Sitzenbleiben</i> in the article in <i>Dein Spiegel</i> at <a href="http://www.spiegel.de/schulspiegel/wissen/sitzenbleiben-wie-sinnvoll-ist-die-ehrenrunde-a-993808.html">http://www.spiegel.de/schulspiegel/wissen/sitzenbleiben-wie-sinnvoll-ist-die-ehrenrunde-a-993808.html</a></p>	<p>Listening, reading and vocabulary for developing an argument</p>	<p>Teachers could use this topic to expand the vocabulary needed to develop an argument.</p>

<p><b>Berufsausbildung</b></p>	<p>Another area of study could focus on the importance of the <i>Abitur</i> as the gateway to university study and a <i>Berufsausbildung</i>. The article</p> <p><a href="http://www.nach-dem-abitur.de/ausbildung-oder-studium.html">http://www.nach-dem-abitur.de/ausbildung-oder-studium.html</a></p> <p>balances the arguments for each pathway. Again students could read the article and produce reasons for each pathway which they could use then in a diamond nine style debate or in a role play between a parent and the son/daughter discussing the most appropriate pathway following school.</p>	<p>Reading and discussion</p>	
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**Die Welt der Arbeit**

*Das Arbeitsleben in Deutschland und die Arbeitsmoral; deutsche Geschäfte und Industrien.*

**Suggested activities**

Topic	Activity	Skill	Teacher notes
<p><b>Arbeitsleben in Deutschland</b></p>	<p>This web page gives various statements about working life in Germany.</p> <p><a href="http://www.stepstone.de/arbeitsalltag-in-deutschland/">http://www.stepstone.de/arbeitsalltag-in-deutschland/</a></p> <p>Teachers could extract the statements they feel useful and present them to students as true/false discussion themes.</p>	<p>Reading and discussion</p>	<p>The web page changes the statements quite slowly. Not all are relevant but they give interesting social and cultural information.</p>

<p><b>Arbeitsleben in Deutschland</b></p>	<p>The <i>Deutsche Welle</i> article gives the overview of a typical working day for a German.</p> <p><a href="http://www.dw.com/de/ein-typisch-deutscher-tagesablauf/a-16362287">http://www.dw.com/de/ein-typisch-deutscher-tagesablauf/a-16362287</a></p> <p>Students could read this and then write their own version.</p>	<p>Reading and writing</p>	
<p><b>Arbeitsmoral</b></p>	<p>This article from the children's search engine <i>Helles Köpfchen</i> gives a good introduction to equality of men and women.</p> <p><a href="http://www.helles-koepfchen.de/artikel/2970.html">http://www.helles-koepfchen.de/artikel/2970.html</a></p> <p>Students could translate part of this article.</p>	<p>Reading and translation</p>	<p>Although this is aimed at young people it gives a clear overview to AS students.</p>
<p><b>Arbeitsmoral</b></p>	<p>Both men and women can take time off work in Germany to care for a child. The newspaper <i>Bild</i> has a very accessible article regarding the rights of parents to a <i>Babypause</i> at</p> <p><a href="http://www.bild.de/ratgeber/2011/mutterschaftsurlaub/worauf-haben-eltern-anspruch-18469700.bild.html">http://www.bild.de/ratgeber/2011/mutterschaftsurlaub/worauf-haben-eltern-anspruch-18469700.bild.html</a></p> <p>Students could read the article and it would lend itself to a true/false exercise.</p>	<p>Reading and true/false exercise</p>	
<p><b>Arbeitsmoral</b></p>	<p>Problems for women being a mother and career woman is one aspect of <i>Arbeitsmoral</i> which could be investigated. Students could watch the YouTube film at</p> <p><a href="https://www.youtube.com/watch?v=DcmKQ7dXgu0">https://www.youtube.com/watch?v=DcmKQ7dXgu0</a></p> <p>and make notes about facts and the feelings of career women. The text lends itself to gap-fill, identifying statistical data given, true/false text.</p>	<p>Listening and make notes</p> <p>Gap-fill or questions</p>	<p>The video should be watched in sections.</p> <p>There is a book, <i>Kinder, Küche und Karriere</i>, which teachers may also find useful for this area.</p>

## Theme 2: Politische und künstlerische Kultur im deutschen Sprachraum

Theme 2 is set in the context of German-speaking countries and communities. This theme covers artistic culture (through music and festivals and traditions) and political and artistic culture (through media).

**Sub-theme: Musik (Künstlerische Kultur)** - Wandel und Trends; Einfluss der Musik auf die populäre Kultur

### Suggested activities

Topic	Activity	Skill	Teacher notes
<b>Wandel und Trends</b>	<p>The Goethe Institut has an article about pop music in Germany before 1989 at</p> <p><a href="https://www.goethe.de/de/kul/mus/gen/pop/pop/8573839.html">https://www.goethe.de/de/kul/mus/gen/pop/pop/8573839.html</a></p> <p>and after 1989 at</p> <p><a href="https://www.goethe.de/de/kul/mus/gen/pop/pop/8573841.html">https://www.goethe.de/de/kul/mus/gen/pop/pop/8573841.html</a></p> <p>These articles could be abridged for students to gain an overview of the music scene. There are also reviews of pop music during the last few years at</p> <p><a href="https://www.goethe.de/de/kul/mus/gen/pop/ruc.html">https://www.goethe.de/de/kul/mus/gen/pop/ruc.html</a></p>	Reading	
<b>Wandel und Trends</b>	Teachers could select number one hits from the various decades and play them to students who could express and justify their opinions of German music.	Listening and discussion	
<b>Wandel und Trends</b>	<p>This site offers teachers and students a wealth of information about music in Austria from classical to folk music to pop music.</p> <p><a href="http://www.austria.info/at/aktivitaten/stadt-und-kultur/musikland-osterreich">http://www.austria.info/at/aktivitaten/stadt-und-kultur/musikland-osterreich</a></p>		

<p><b>Einfluss der Musik auf die populäre Kultur</b></p>	<p>One way music has influenced popular culture is in the number of music festivals which now take place. The Goethe Institut web page has links to a number of festivals:</p> <p><a href="https://www.goethe.de/de/kul/mus/gen/pop/lin.html">https://www.goethe.de/de/kul/mus/gen/pop/lin.html</a></p> <p>Students could each take a different festival and research it. They could also discuss why they would attend such a festival.</p>	<p>Research, presentation and discussion</p>	
<p><b>Einfluss der Musik auf die populäre Kultur</b></p>	<p>This article could be used by teachers to consider the negative influences of rap music on young people:</p> <p><a href="http://www.fnp.de/rhein-main/Verroht-der-Rap-die-Jugend;art801,1160350">http://www.fnp.de/rhein-main/Verroht-der-Rap-die-Jugend;art801,1160350</a></p>		<p>Teachers will want to check this article first for its suitability and amend as necessary.</p>
<p><b>Einfluss der Musik auf die populäre Kultur</b></p>	<p>This article from the TV programme <i>Planet Wissen</i> considers the power of music and could be used for discussion purposes after reading:</p> <p><a href="http://www.planet-wissen.de/kultur/musik/macht_der_musik/pwiemanipulationdurchmusik100.html">http://www.planet-wissen.de/kultur/musik/macht_der_musik/pwiemanipulationdurchmusik100.html</a></p> <p>A full programme is devoted to the theme of music with videos and articles at:</p> <p><a href="http://www.planet-wissen.de/kultur/musik/macht_der_musik/index.html">http://www.planet-wissen.de/kultur/musik/macht_der_musik/index.html</a></p>		<p>Teachers may want to exploit this idea further by looking at the role of music in the <i>Dritten Reich</i>.</p>

**Sub-theme: Die Medien (politische und künstlerische Kultur)**

Fernsehen, Digital-, Print- und Onlinemedien; Einfluss auf der Gesellschaft und Politik.

**Suggested activities**

Topic	Activity	Skill	Teacher notes
<b>Fernsehen</b>	An introduction to this topic could consider different TV programmes which students categorise and then use for discussion purposes as to which is most informative, most entertaining, etc. rather than just likes or dislikes.	Vocabulary and discussion	
<b>Fernsehen</b>	An article in the magazine <i>Baby und Familie</i> discusses how much TV children should be allowed to watch:  <a href="http://www.baby-und-familie.de/Erziehung/Wie-lange-darf-mein-Kind-fernsehen-209171.html">http://www.baby-und-familie.de/Erziehung/Wie-lange-darf-mein-Kind-fernsehen-209171.html</a>  This could be read and arguments collected for and against children watching TV. The arguments could then be used for debate.	Reading and discussion	
<b>Digital-, Print- und Onlinemedien</b>	This is an interesting article about the role of newspapers in the future and if they will still be needed:  <a href="http://www.spiegel.de/spiegel/2020-die-zeitungsdebatte-brauchen-wir-noch-tageszeitungen-a-914509.html">http://www.spiegel.de/spiegel/2020-die-zeitungsdebatte-brauchen-wir-noch-tageszeitungen-a-914509.html</a>  The article is from <i>Der Spiegel</i> and may need adapting for student use.	Reading and discussion	

<p><b>Digital-, Print- und Onlinemedien</b></p>	<p>Short article about the power of media. This could be read and used for translation. Students could discuss the content or complete comprehension questions. They could write a response to the article.</p>	<p>Reading, comprehension, discussion and writing</p>	
<p><b>Digital-, Print- und Onlinemedien</b></p>	<p>The importance of social media to young people is discussed on this website. There are a number of different articles teachers might find useful:</p> <p><a href="http://www.jugendundmedien.ch/chancen-und-gefahren/soziale-netzwerke.html">http://www.jugendundmedien.ch/chancen-und-gefahren/soziale-netzwerke.html</a></p> <p>Students could read the article(s) adapted as necessary and discuss the importance of social media among young Germans.</p>	<p>Reading, research, discussion</p>	
<p><b>Einfluss auf Gesellschaft und Politik</b></p>	<p>The <i>Planet Wissen</i> site</p> <p><a href="http://www.planet-wissen.de/kultur/medien/was_medien_duerfen/index.html">http://www.planet-wissen.de/kultur/medien/was_medien_duerfen/index.html</a></p> <p>has a video and articles about what media should be allowed to do.</p>	<p>Listening and reading</p>	

<p><b>Einfluss auf Gesellschaft und Politik</b></p>	<p>The importance of <i>Casting-Shows</i> like <i>Deutschland sucht den Superstar</i> could be looked at. A programme could be watched and the language of the judges analysed. This article from <i>Die Welt</i></p> <p><a href="http://www.welt.de/fernsehen/article1736572/Warum-Casting-Shows-so-erfolgreich-sind.html">http://www.welt.de/fernsehen/article1736572/Warum-Casting-Shows-so-erfolgreich-sind.html</a></p> <p>outlines the case brought against the programme because of the approach of the judges and this could be discussed. This web page also gives arguments for and against casting shows.</p>	<p>Listening, reading and discussion</p>	
<p><b>Einfluss auf Gesellschaft und Politik</b></p>	<p>This article discussed the Germans and free time and how TV is the main distraction for TV in their free time:</p> <p><a href="http://www.n-tv.de/panorama/Was-Deutschland-nach-der-Arbeit-macht-article13500316.html">http://www.n-tv.de/panorama/Was-Deutschland-nach-der-Arbeit-macht-article13500316.html</a></p> <p>It could be used as comprehension or for students to summarise in speech.</p>	<p>Reading and summary</p>	

**Sub-theme: Die Rolle von Festen und Traditionen (künstlerische Kultur)***Feste, Feiern, Sitten, Traditionen***Suggested activities**

Topic	Activity	Skill	Teacher notes
<b>Feste</b>	<p>This web page gives information about the different <i>Feste</i> in Germany:  <a href="https://www.derweg.org/feste/kultur/">https://www.derweg.org/feste/kultur/</a></p> <p>This could be compared with other German-speaking countries as well as the UK. An article about Austrian <i>Feste</i> can be found at</p> <p><a href="https://www.justlanded.com/deutsch/Oesterreich/Artikel/Kultur/Feste-und-Traditionen">https://www.justlanded.com/deutsch/Oesterreich/Artikel/Kultur/Feste-und-Traditionen</a></p> <p>and information about Swiss <i>Feste</i> at</p> <p><a href="http://www.swissinfo.ch/ger/brauchtum-und-feste/29049634">http://www.swissinfo.ch/ger/brauchtum-und-feste/29049634</a></p>		
<b>Feste</b>	Students could each take a particular <i>Fest</i> and research it, presenting their findings to others in the class.		
<b>Feste</b>	The Austrian government produces a detailed booklet which could be used to look at Austrian cultural events.		
<b>Traditionen</b>	<p>This web page from the <i>Österreichische Trachtenjugend</i> shows the importance of tradition to many young Austrians:</p> <p><a href="http://www.trachtenjugend.at/trachtenjugend/Unser_Projekte/Index_Projekte.php?navanchor=2110002">http://www.trachtenjugend.at/trachtenjugend/Unser_Projekte/Index_Projekte.php?navanchor=2110002</a></p>		



### **Theme 3: Immigration und die deutsche multikulturelle Gesellschaft**

Theme 3 is set in the context of Germany only.

Below are a number of links to resources on the internet about this theme:

*Die Zeit* newspaper has a series of articles on *Integration*:

<http://www.zeit.de/thema/integration>

The *Bundesamt für Migration und Flüchtlinge* has advice and support for migrants:

<http://www.bamf.de/DE/Willkommen/willkommen-node.html>

The *Bundeszentrale für politische Bildung* has detailed information about all aspects of migration:

<http://www.bpb.de/gesellschaft/migration/dossier-migration/56334/migration-in-deutschland>

The Goethe Institut has a web page dedicated to immigration and integration: [http://www.goethe.de/lhr/prj/daz/deindex.htm?wt\\_sc=migrationundintegration](http://www.goethe.de/lhr/prj/daz/deindex.htm?wt_sc=migrationundintegration)

An online magazine on the subject of migration:

<http://www.migazin.de/>

A useful resource from the *Landeszentrale für politische Bildung Baden Württemberg* including teacher guides on this topic:

<http://www.lpb-bw.de/fluechtlingsproblematik.html#c24781>

Material for A level from the Goethe Institut *London*:

<http://www.goethe.de/ins/gb/lon/prj/asa/top/mul/enindex.htm>

**Sub-theme: Die positive Auswirkung von Immigration***Beitrag der Immigranten zur Wirtschaft und Kultur.***Suggested activities**

Topic	Activity
<b>Beitrag der Immigranten zur Wirtschaft und Kultur</b>	<p>Teachers could look at the positive effects of immigration. To get an idea about the <i>Gastarbeiter</i> arriving in Germany they could show a short clip from the film <i>Almanya: Welcome to Germany</i> when Hüseyin arrives in Germany:</p> <p><b>The effects of <i>Gastarbeiter</i> on the output of German factories in the 50s and 60s</b></p> <p><a href="https://www.planet-schule.de/wissenspool/zu-hause-in-deutschland/inhalt/hintergrund/gastarbeiter-im-westen-das-wirtschaftswunder.html">https://www.planet-schule.de/wissenspool/zu-hause-in-deutschland/inhalt/hintergrund/gastarbeiter-im-westen-das-wirtschaftswunder.html</a></p> <p><b>The need for foreign workers in the future economy</b></p> <p>The second paragraph of this article from <i>Tatsachen über Deutschland</i> relates particularly to the economic need for migrant workers:</p> <p><a href="https://www.tatsachen-ueber-deutschland.de/de/rubriken/gesellschaft/zuwanderung-gestalten">https://www.tatsachen-ueber-deutschland.de/de/rubriken/gesellschaft/zuwanderung-gestalten</a></p> <p><b>The diversity in the artistic world</b></p> <p>Film, writing, etc. from migrants:</p> <p><a href="http://www.goethe.de/lhr/prj/daz/mag/ksz/de15381940.htm">http://www.goethe.de/lhr/prj/daz/mag/ksz/de15381940.htm</a></p> <p><b>The effects of the European immigrants on the gastronomy of Germany</b></p> <p><b>The effects of the immigration from the Eastern block countries (<i>Aussiedler</i>) by German-speaking families returning to their 'homeland'</b></p>

**Sub-theme: Die Herausforderungen von Immigration und Integration**

*Maßnahmen von Gemeinden und örtlichen Gemeinschaften; Ausgrenzung und Entfremdung aus der Sicht von Immigranten*

**Suggested activities**

Topic	Focus
<p><b>Maßnahmen von Gemeinden und örtlichen Gemeinschaften</b></p>	<p><b>The integration of migrants into German society</b></p> <p>Using this article and that from the <i>Bundesministerium des Innern</i> students could engage in a diamond nine activity, as to which factors are most important to achieve integration:</p> <p><a href="http://www.spiegel.de/politik/deutschland/integration-migranten-werden-den-deutschen-immer-aehnlicher-a-972526.html">http://www.spiegel.de/politik/deutschland/integration-migranten-werden-den-deutschen-immer-aehnlicher-a-972526.html</a>  <a href="http://www.bmi.bund.de/DE/Themen/Migration-Integration/Integration/integration_node.html">http://www.bmi.bund.de/DE/Themen/Migration-Integration/Integration/integration_node.html</a></p> <p>This <i>Spiegel</i> article may need adapting for student use but could be used for comprehension and to promote discussion.</p>
	<p><b>The integration of young migrants</b></p> <p>An article from <i>Süddeutsche Zeitung</i> about Munich as a city with a large immigrant population:</p> <p><a href="http://www.sueddeutsche.de/muenchen/integration-von-auslaendern-da-kann-ja-jeder-kommen-1.1406995">http://www.sueddeutsche.de/muenchen/integration-von-auslaendern-da-kann-ja-jeder-kommen-1.1406995</a></p> <p>The contrast of how small towns promote integration:</p> <p><a href="http://www.dstgb.de/dstgb/Homepage/Schwerpunkte/Asyl%20und%20Fl%C3%BCchtlinge/Integration/Willkommen%20bei%20Freunden/">http://www.dstgb.de/dstgb/Homepage/Schwerpunkte/Asyl%20und%20Fl%C3%BCchtlinge/Integration/Willkommen%20bei%20Freunden/</a></p> <p>This is a short article and students could discuss what is most important to integrate young migrants into German society. These two articles could be looked at together and students discuss the differences for migrants arriving in a small town or a large city.</p>

<p><b><i>Ausgrenzung und Entfremdung aus der Sicht von Immigranten</i></b></p>	<p><b>How migrants feel about Germany</b>  <a href="http://www.faz.net/aktuell/politik/inland/studie-zeigt-deutsche-werden-offener-fuer-einwanderer-13467139.html">http://www.faz.net/aktuell/politik/inland/studie-zeigt-deutsche-werden-offener-fuer-einwanderer-13467139.html</a></p> <p><b>The feelings of young migrants in Germany and whether they feel accepted</b>  <a href="http://www.migazin.de/2012/07/18/turkische-russische-und-polnische-jugendliche-fuehlen-sich-trotz-deutschem-pass-als-auslander/">http://www.migazin.de/2012/07/18/turkische-russische-und-polnische-jugendliche-fuehlen-sich-trotz-deutschem-pass-als-auslander/</a></p> <p>This article could be used to contrast with the article above. Students could look at the positive and negative feelings of migrants. This article is also accompanied by a video rap which could promote discussion. Students could note down all the negative aspects the narrator mentions.</p> <p><a href="http://www.zeit.de/gesellschaft/zeitgeschehen/2013-08/diskriminierung-schulen-universitaeten-migranten">http://www.zeit.de/gesellschaft/zeitgeschehen/2013-08/diskriminierung-schulen-universitaeten-migranten</a></p>
	<p><b>The problem of whether Muslim immigrants feel less accepted than Christian immigrants</b></p> <p>This article is from 2016 and focuses on the aspect of religious belief and acceptance into society. It could promote good discussion amongst students:</p> <p><a href="http://www.swp.de/ulm/nachrichten/politik/Integrationsbarometer-2016-Muslime-werden-eher-ausgegrenzt;art4306,3806810">http://www.swp.de/ulm/nachrichten/politik/Integrationsbarometer-2016-Muslime-werden-eher-ausgegrenzt;art4306,3806810</a></p>

**Sub-theme: Die staatliche und soziale Reaktion zur Immigration**

*Rechtsextremismus; politische Annäherung an Gastarbeiter, Immigranten und Asylbewerber; die öffentliche Meinung*

**Suggested activities**

Topic	Focus		
<p><b>Rechtsextremismus</b></p>	<p><b>The presence of the extreme right in Germany (2015)</b></p> <p>A good introduction from WDR which could be used to introduce the issue and used as a listening comprehension:</p> <p><a href="https://www.youtube.com/watch?v=kMMMmaEr1_6s">https://www.youtube.com/watch?v=kMMMmaEr1_6s</a></p> <p><b>Is the extreme right growing or becoming less of a problem?</b></p> <p>The 2014 article suggests the extreme right are less of a problem whereas the following two articles indicate that this is now a growing issue. Students could look at the articles together and discuss the findings.</p> <p><a href="http://www.zeit.de/politik/deutschland/2014-06/studie-rechtsextremismus-2014">http://www.zeit.de/politik/deutschland/2014-06/studie-rechtsextremismus-2014</a></p> <p><a href="http://www.zeit.de/thema/rechtsextremismus">http://www.zeit.de/thema/rechtsextremismus</a></p> <p><a href="http://www.zeit.de/gesellschaft/2016-06/rechtsextremismus-mitte-buerger-afd-radikalisiert">http://www.zeit.de/gesellschaft/2016-06/rechtsextremismus-mitte-buerger-afd-radikalisiert</a></p>		

<p><b>politische Annäherung an Gastarbeiter</b></p>	<p>This is a 2015 interview with Aydan Özoguz, minister responsible for migration, refugees and integration, on the occasion of the 60th anniversary of the signing of the treaty with Italy to invite <i>Gastarbeiter</i> to Germany. This gives an insight into how the <i>Gastarbeiter</i> came to be in Germany and the experiences of the minister growing up as a daughter of an immigrant worker:</p> <p><a href="https://www.tagesschau.de/inland/integration-oezoguz-gastarbeiter-101.html">https://www.tagesschau.de/inland/integration-oezoguz-gastarbeiter-101.html</a></p> <p><b>The history of the <i>Gastarbeiter</i> from the <i>Planet Schule</i> school website</b></p> <p><a href="https://www.planet-schule.de/wissenspool/zu-hause-in-deutschland/inhalt/hintergrund/gastarbeiter-im-westen-das-wirtschaftswunder.html">https://www.planet-schule.de/wissenspool/zu-hause-in-deutschland/inhalt/hintergrund/gastarbeiter-im-westen-das-wirtschaftswunder.html</a></p> <p><b>Articles from <i>Deutsche Welle</i> on the theme 'Vom Gastarbeiter zum Nachbarn'</b></p> <p><a href="http://www.dw.com/de/gelungene-und-gescheiterte-integration/a-6704912">http://www.dw.com/de/gelungene-und-gescheiterte-integration/a-6704912</a></p> <p><b>An interesting article which shows what has become of the original <i>Gastarbeiter</i> and their families</b></p> <p><a href="http://www.tagesspiegel.de/wirtschaft/tuerkische-einwanderer-was-aus-den-gastarbeitern-geworden-ist/4893636.html">http://www.tagesspiegel.de/wirtschaft/tuerkische-einwanderer-was-aus-den-gastarbeitern-geworden-ist/4893636.html</a></p>		
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<b><i>Immigranten und Asylbewerber</i></b>	<b>How many migrants are there in Germany?</b> This article compares migrants and Germans and also comes up with some interesting facts and figures:  <a href="http://www.n-tv.de/politik/Migranten-sind-trotzdem-zufriedener-article17612061.html">http://www.n-tv.de/politik/Migranten-sind-trotzdem-zufriedener-article17612061.html</a>  <b>The asylum process</b> This article might be of more use for teachers who want to explain the difference between asylum seekers and other forms of migration:  <a href="http://www.bamf.de/DE/Migration/AsylFluechtlinge/Asylverfahren/asylverfahren-node.html">http://www.bamf.de/DE/Migration/AsylFluechtlinge/Asylverfahren/asylverfahren-node.html</a>		
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<p><b>die öffentliche Meinung</b></p>	<p><b>The contribution of foreigners to Germany</b></p> <p>An article from <i>Die Zeit</i> looking positively at this:  <a href="http://www.zeit.de/wirtschaft/2014-11/sozialsystem-deutschland-auslaender-bringen-milliardeneinnahmen">http://www.zeit.de/wirtschaft/2014-11/sozialsystem-deutschland-auslaender-bringen-milliardeneinnahmen</a></p> <p><b>The negative opinion of Germans towards foreigners</b></p> <p>These two articles deal with the opinions of Germans towards foreigners. They could be used to find the reasons why there is still prejudice and then students could find arguments to contradict the points made:</p> <p><a href="http://www.welt.de/wirtschaft/article137612808/Meiste-Deutsche-gegen-Einwanderer-aus-Nicht-EU-Staaten.html">http://www.welt.de/wirtschaft/article137612808/Meiste-Deutsche-gegen-Einwanderer-aus-Nicht-EU-Staaten.html</a></p> <p><a href="http://www.t-online.de/nachrichten/deutschland/id_70971058/auslaender-umfrage-deutsche-ueberschaetzen-ihre-toleranz-gegenueber-migranten.html">http://www.t-online.de/nachrichten/deutschland/id_70971058/auslaender-umfrage-deutsche-ueberschaetzen-ihre-toleranz-gegenueber-migranten.html</a></p> <p><b>An interesting questionnaire about foreigners</b></p> <p>This would make an ideal opportunity to use statistics and cover the language required:</p> <p><a href="http://denktag2004.denktag-archiv.de/homes/19/umfrage_afd.htm">http://denktag2004.denktag-archiv.de/homes/19/umfrage_afd.htm</a></p>		
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## Theme 4: Die Wiedervereinigung Deutschlands

Theme 4 is set in the context of Germany only.

There are a great number of resources which can be useful for this topic both on the internet and in print form.

### Internet resources

url / Title + Author	Description of material
<a href="http://www.goethe.de/ins/gb/lon/prj/asa/top/ver/enindex.htm">http://www.goethe.de/ins/gb/lon/prj/asa/top/ver/enindex.htm</a>	There are links to a wide variety of materials from the Goethe Institut London on their A level site focusing on German reunification.
<a href="http://www.goethe.de/ins/gb/lon/prj/asa/top/ber/enindex.htm">http://www.goethe.de/ins/gb/lon/prj/asa/top/ber/enindex.htm</a>	Under the topic 'Berlin' the Goethe Institut London also has links to the Berlin Wall and why Berlin was a divided city.
<a href="http://www.goethe.de/ins/ca/lp/prj/grh/wdm/deindex.htm">http://www.goethe.de/ins/ca/lp/prj/grh/wdm/deindex.htm</a>	A third Goethe Institut link offers information about Germany as a divided country and the fall of the Berlin wall.
<a href="http://www.dw.com/de/deutsche-einheit-zwischen-coca-cola-und-stasi-akte/g-18476038">http://www.dw.com/de/deutsche-einheit-zwischen-coca-cola-und-stasi-akte/g-18476038</a>	<i>Deutsche Welle</i> offers a number of articles but this article about Germany following the reunification will be of particular interest.
<a href="http://www.mdr.de/damals/archiv/index.html">http://www.mdr.de/damals/archiv/index.html</a>	The TV channel <i>mdr</i> also looks at many aspects of life in the East under the theme <i>Damals im Osten</i> .
<a href="http://www.planet-wissen.de/geschichte/ddr/das_leben_in_der_ddr/pwiealltaginderddr100.html">http://www.planet-wissen.de/geschichte/ddr/das_leben_in_der_ddr/pwiealltaginderddr100.html</a>	<i>Planet Wissen</i> on <i>ard</i> has a good selection of both reading and video material about life in the DDR.
<a href="http://www.zeitklicks.de/ddr/zeitklicks/zeit/a">http://www.zeitklicks.de/ddr/zeitklicks/zeit/a</a>	<i>Zeitklicks</i> is a site for young people but there are some clear explanations and an excellent time line which will be of use.

lltag/leben-in-der-ddr/ddr-alltag/	
<a href="http://www.politikundunterricht.de/4_09/ddr.pdf">http://www.politikundunterricht.de/4_09/ddr.pdf</a>	The <i>Landeszentrale für politische Bildung</i> has a pdf booklet on its website about life in the DDR.
<a href="http://infografik-ddr.zdf.de/">http://infografik-ddr.zdf.de/</a>	This <i>infografik</i> from <i>zdf</i> gives clear facts and figures about the DDR and could be used as a resource by students.
<a href="http://www.bpb.de/ge-schichte/deutsche-einheit/deutsche-teilung-deutsche-einheit/43650/ddr-geschichte?p=all">http://www.bpb.de/ge-schichte/deutsche-einheit/deutsche-teilung-deutsche-einheit/43650/ddr-geschichte?p=all</a>	The <i>bpb</i> also has excellent resources about the DDR as well as further links which can be followed.
<a href="http://www.bpb.de/ge-schichte/deutsche-einheit/lange-wege-der-deutschen-einheit/">http://www.bpb.de/ge-schichte/deutsche-einheit/lange-wege-der-deutschen-einheit/</a>	Dossiers about the effects of the reunification on Germany.
<a href="https://www.youtube.com/watch?v=Xn-wphToJ58">https://www.youtube.com/watch?v=Xn-wphToJ58</a>	On YouTube there are videos such as this one about 1989 under the title <i>Hundert Jahre Deutschland</i> .
<i>Die Mauer ist gefallen:</i> Susanne Fritsche	A useful book looking at daily life in the DDR as well as the political events.
<i>Die DDR:</i> Hermann Vinke	A documentary on the DDR divided into useful chapters.
<i>Meine DDR:</i> Florian Huber	A book accompanying the <i>ard</i> series.
<i>Mauerjahre –Leben im geteilten Berlin</i>	A book issued by <i>rbb</i> looking at the chronology of the DDR.
<i>Grenzgebiete:</i> Claire Lenkova	A children's book telling the story of two children during the final years of the DDR.

<b>Arbeit</b>	<p>Jobs for all; role of women in the world of work; the importance of heavy industry:</p> <p><a href="http://www.kas.de/wf/de/71.6586/">http://www.kas.de/wf/de/71.6586/</a></p> <p><a href="http://zdfcheck.zdf.de/faktencheck/arbeitslose/">http://zdfcheck.zdf.de/faktencheck/arbeitslose/</a></p>
<b>Wohnungswesen</b>	<p>Life in <i>Plattenbau</i> flats:</p> <p><a href="http://www.ddr-geschichte.de/Wirtschaft/Industrie/Wohnungswesen/wohnungswesen.html">http://www.ddr-geschichte.de/Wirtschaft/Industrie/Wohnungswesen/wohnungswesen.html</a></p> <p><a href="https://www.planet-schule.de/wissenspool/alltag-in-der-ddr/inhalt/hintergrund/wohnen.html">https://www.planet-schule.de/wissenspool/alltag-in-der-ddr/inhalt/hintergrund/wohnen.html</a></p>
<b>das Verhältnis zum Westen</b>	<p>Protection of the people from the influences of the West; political relationships between East and West; visits of John F Kennedy, Willy Brandt and Helmut Kohl to the DDR:</p> <p><a href="http://www.zeit.de/2013/26/kennedy-besuch-westberlin">http://www.zeit.de/2013/26/kennedy-besuch-westberlin</a></p> <p><a href="http://www.sueddeutsche.de/politik/erfurt-maerz-willy-brandt-ans-fenster-1.22109">http://www.sueddeutsche.de/politik/erfurt-maerz-willy-brandt-ans-fenster-1.22109</a></p> <p><a href="http://www.zeit.de/2012/36/Kohl-Honecker-Staatsbesuch-1987">http://www.zeit.de/2012/36/Kohl-Honecker-Staatsbesuch-1987</a></p>
<b>Migrationen von Ost nach West</b>	<p>Reasons for the movement of people from East to West and the impact on the West German economy and life in West Germany:</p> <p><a href="http://www.pausenhof.de/referat/unbekannt/binnenwanderung-innerhalb-deutschland/8685">http://www.pausenhof.de/referat/unbekannt/binnenwanderung-innerhalb-deutschland/8685</a></p>
<b>Auswirkungen auf Schulen in Deutschland</b>	<p>Changes to the school system and changes to the curriculum:</p> <p><a href="http://www.bpb.de/geschichte/deutsche-einheit/lange-wege-der-deutschen-einheit/47305/wende-in-den-schulen?p=all">http://www.bpb.de/geschichte/deutsche-einheit/lange-wege-der-deutschen-einheit/47305/wende-in-den-schulen?p=all</a></p>

## Films

In addition to some of the films on the study list, the following are useful to present an idea about life in the DDR. Trailers can often be found on YouTube.

*Die Frau am Checkpoint Charlie* – the true story of a woman separated from her children when she tries to escape from the DDR.

*Die Prager Botschaft* – the story of East Germans who try to escape via Czechoslovakia.

*Das Wunder von Berlin* – story of a family in 1989 where the father is a Stasi officer and the son has to complete his service in the *Volksarmee*.

*Bornholmer Strasse* – story of the opening of the crossing point in 1989 and those involved.

*Weissensee* – story of a family in the DDR.

*Wir sind das Volk* – the story of a woman trying to escape the DDR shortly before the fall of the regime.