

Lesson Plan # 3 “The Berlin Wall”

Introduction:

This lesson will introduce students to the topic of the Berlin wall. Through various stations they will experience and reflect upon the separation between East and West as symbolized literally through the construction of the Berlin Wall. The essential question is: What was the purpose of the wall, and was it effective?

Objectives:

Content/Knowledge:

1. *Students will be able to explain the motivations of building the wall.*
2. *Students will be able to judge whether the wall was effective.*
3. *Students will be able to describe the effects of capitalism in the West and Communism in the East.*

Process/Skills:

1. *Students will be able to draw a map or create a model of the Berlin Wall.*

Values/Dispositions:

1. *Students will be able to sympathize with the Berliner's who lived divided throughout the years of the Berlin Wall.*

Standards:

State – Illinois Learning Standards

1. **17.C.3c** Analyze how human processes influence settlement patterns including migration and population growth.

National – National Council for the Social Studies Standards

1. **VIII. Science, Technology, and Society.** Modern life as we know it would be impossible without technology and the science that supports it. But technology brings with it many questions: Is new technology always better than old? What can we learn from the past about how new technologies result in broader social change, some of which is unanticipated? How can we cope with the ever-increasing pace of change? How can we manage technology so that the greatest number of people benefit from it? How can we preserve our fundamental values and beliefs in the midst of technological change? This theme draws upon the natural and physical sciences, social sciences, and the humanities, and appears in a variety of social studies courses, including history, geography, economics, civics, and government.

National – National Standards for History

1. **Era 9 Standard 1-** How post-World War II reconstruction occurred, new international power relations took shape, and colonial empires broke up
2. **Era 9 Standard 2-** The search for community, stability, and peace in an interdependent world

Syntax – Procedures



1. Logical/Mathematical:
 - a. Teacher Instructions
 1. *Teacher will instruct students to read the passages and answer the questions that follow.*
 - b. Resource
 1. *1.1, Logical/Mathematical readings*
 - c. Student Activity
 1. *Students will read the passages and answer the questions that follow.*
2. Visual/Spatial:
 - a. Teacher Instructions
 1. *Teacher will instruct students to analyze the maps and pictures in order to answer the questions that follow.*
 - b. Resource
 1. *2.1, Maps and Pictures*
 - c. Student Activity
 1. *Students will analyze the maps and pictures in order to answer the questions that follow.*
3. Body/Kinesthetic:
 - a. Teacher Instructions
 1. *Teacher will instruct students to read the directions listed at this station. This classroom activity is designed to give students a feel for what it was like for Germans when the Berlin Wall was built.*
 - b. Resource
 1. *3.1, Activity instructions sheet*
 2. *Deck of playing cards*
 - c. Student Activity
 1. *Students will be given cards that identify them as East German (Spades), West German (Hearts), East German Guard (Clubs), or Stasi (Diamond). They must play their part as described in a simulated divided Berlin in the classroom.*
4. Musical/Rhythmic:
 - a. Teacher Instructions
 1. *Teacher will instruct the students to read the pieces of poetry and answer the question or complete the activity asked underneath in bold type.*
 - b. Resource
 1. *4.1, Poetry pieces*
 - c. Student Activity
 1. *Students will read the pieces of poetry and answer the question or complete the activity asked underneath in bold type.*
5. Naturalist:
 - a. Teacher Instructions
 1. *Teacher will explain the station assignment to the students, who will then go online to research the environment of the Berlin Wall.*
 - b. Resource
 1. *5.1, Assignment sheet*
 2. *Computer with internet access*
 - c. Student Activity

- 1. Students will go online to research the environment and effects of the Berlin Wall. After research, they will draw a map or create a model of what they have discovered.*
6. Interpersonal:
 - a. Teacher Instructions
 - 1. Teacher will instruct students to view the given picture and discuss it using the discussion starter questions.*
 - b. Resource
 - 1. 6.1, Interpersonal handout*
 - c. Student Activity
 - 1. Students will view the given picture and discuss it using the discussion starter questions.*
7. Intrapersonal:
 - a. Teacher Instructions
 - 1. Teacher will direct students to read the directions on their worksheet and follow them.*
 - b. Resource
 - 1. 7.1, Reflection worksheet*
 - c. Student Activity
 - 1. Students will reflect on the injustices of the Berlin wall and of today and write about how steps can be taken to continue bringing freedom to the peoples of the world.*
8. Verbal/Linguistic:
 - a. Teacher Instructions
 - 1. Teacher will instruct students to read the passage and then create a simple timeline using the dates and events given in the writing.*
 - b. Resource
 - 1. 8.1, The Berlin Wall history*
 - c. Student Activity
 - 1. Students will read the passage and then create a simple timeline using the dates and events given in the writing.*

Resources (Source Citations & Bookmarks)

1.1

Logical/Mathematical

The Berlin Wall

Background

Because of dissatisfaction with the economic and political conditions (forced collectivization of agriculture, repression of private trade, supply gaps), an increasing number of people left the GDR. From January to the beginning of August 1961, about 160,000 refugees were counted. Also, the international political situation was tense. On 1958-11-27, the Soviets (Khrushchev) had delivered their Berlin ultimatum, demanding that the western allies should withdraw their troops from West Berlin and that West Berlin should become a "Free City" within six months. On 1959-02-17, the threat of settling a separate peace treaty between the USSR and the GDR followed. The meeting between US President Kennedy and the Prime Minister of the USSR, Khrushchev, on 1961-06-03/04 in Vienna ended without any noticeable results.

Generally, measures of the government of the GDR were expected with the aim of preventing people from leaving the GDR. At an international press conference on June 15, 1961, Walter Ulbricht (the leader of the east German communist party, SED, and President of the Privy Council) answered to the question of a journalist: "I understand your question as follows: there are people in West Germany who want us to mobilize the construction workers of the GDR to build a wall. I am not aware of any such plans... No one has the intention of constructing a wall."

What was the East German frustration?

Source: <http://userpage.chemie.fu-berlin.de/BIW/wall.html#measurements>Logical/

Mathematical

The Berlin Wall

Construction of the Wall

Early in the morning of Sunday, August 13, 1961, the GDR began under the leadership of Erich Honecker to block off East Berlin and the GDR from West Berlin by means of barbed wire and antitank obstacles. Streets were torn up, and barricades of paving stones were erected. Tanks gathered at crucial places. The subway and local railway services between East and West Berlin were interrupted. Inhabitants of East Berlin and the GDR were no longer allowed to enter West Berlin, amongst them 60,000 commuters who had worked in West Berlin so far. In the following days, construction brigades began replacing the provisional barriers by a solid wall.

The reaction of the western allies was moderate, since the three essentials of the American policy regarding Berlin were not affected: presence of allied troops, free access to Berlin and the right of self-determination of the West Berliners.

After 1961-08-23, citizens of West Berlin were no longer allowed to enter East Berlin. On 1961-09-20, the forced evacuation of houses situated immediately at the border to West Berlin began. On 1962-08-17, Peter Fechter, an eighteen years old citizen of East Berlin, bled to death after he was shot down by East Berlin border patrol in an attempt to escape over the wall.

On 1963-06-21, the Minister of National Defense of the GDR gave orders concerning the installation of a border area at the frontier between the GDR and West Berlin. Afterwards inhabitants of East Berlin living within a distance of 100 m to the border had to register.

The GDR propaganda called the wall an "Anti-fascist protection wall".

How did the wall come into being?

Source: <http://userpage.chemie.fu-berlin.de/BIW/wall.html#measurements>

Logical/Mathematical

The Berlin Wall

Measurements

The border between West Berlin and East Berlin and the GDR had a total length of 166 km, and there was a deeply staggered system of barriers. There was a wall with a length of 107 km at this border. Finally, the border area looked about as follows: First, there was a wall which was made up of concrete segments with a height of 4 m, usually with a concrete tube on top of it. Behind it (at the "eastern" side) there was an illuminated control area (also called death area). Refugees who had reached that area were shot without warning. A trench followed which should prevent vehicles from breaking through. Then there was a patrol track, a corridor with watchdogs, watchtowers and bunkers, and a second wall.

The border cut through 192 streets, 97 of them leading to East Berlin and 95 into the GDR.

At least 100 people were killed at the Berlin Wall, the last of them was Chris Gueffroy (1989-02-06).

Convert the metric measurements in to English system. How long was the Berlin wall in miles?

Source: <http://userpage.chemie.fu-berlin.de/BIW/wall.html#measurements>

Logical/Mathematical

The Berlin Wall

Fall

In the year 1989, there were dramatic events such as a massive flight of inhabitants of the GDR via Hungary and big demonstrations in Leipzig on Mondays. After weeks of discussion about a new travel law, the leader of East Berlin's communist party (SED), Günter Schabowski, said on November 9, 1989 at about 7 p.m. in somewhat unclear words that the border would be opened for "private trips abroad". Little later, an onrush of East Berliner's towards West Berlin began, and there were celebrations at the Brandenburg Gate and at the Kurfürstendamm in West Berlin. On November 10, demolition works began with the aim of creating new border crossings. On November 12, a checkpoint at the Potsdamer Platz was opened, and on December 22, a checkpoint for pedestrians was opened at the Brandenburg Gate. So-called "wall woodpeckers" hammered pieces out of the wall, many of which were sold as souvenirs. A few larger segments were officially donated or sold. On July 1 1990, an economic, monetary and social union between East and West Germany was formed, and all restrictions concerning travels were dropped. The wall had vanished almost completely by 1991; there are a few remainders at the Bernauer Strasse, the Niederkirchnerstrasse (near the building of the former Prussian parliament, now housing the parliament of Berlin) and as the 1.3 km long "East-Side-Gallery" near the railway station "Ostbahnhof".

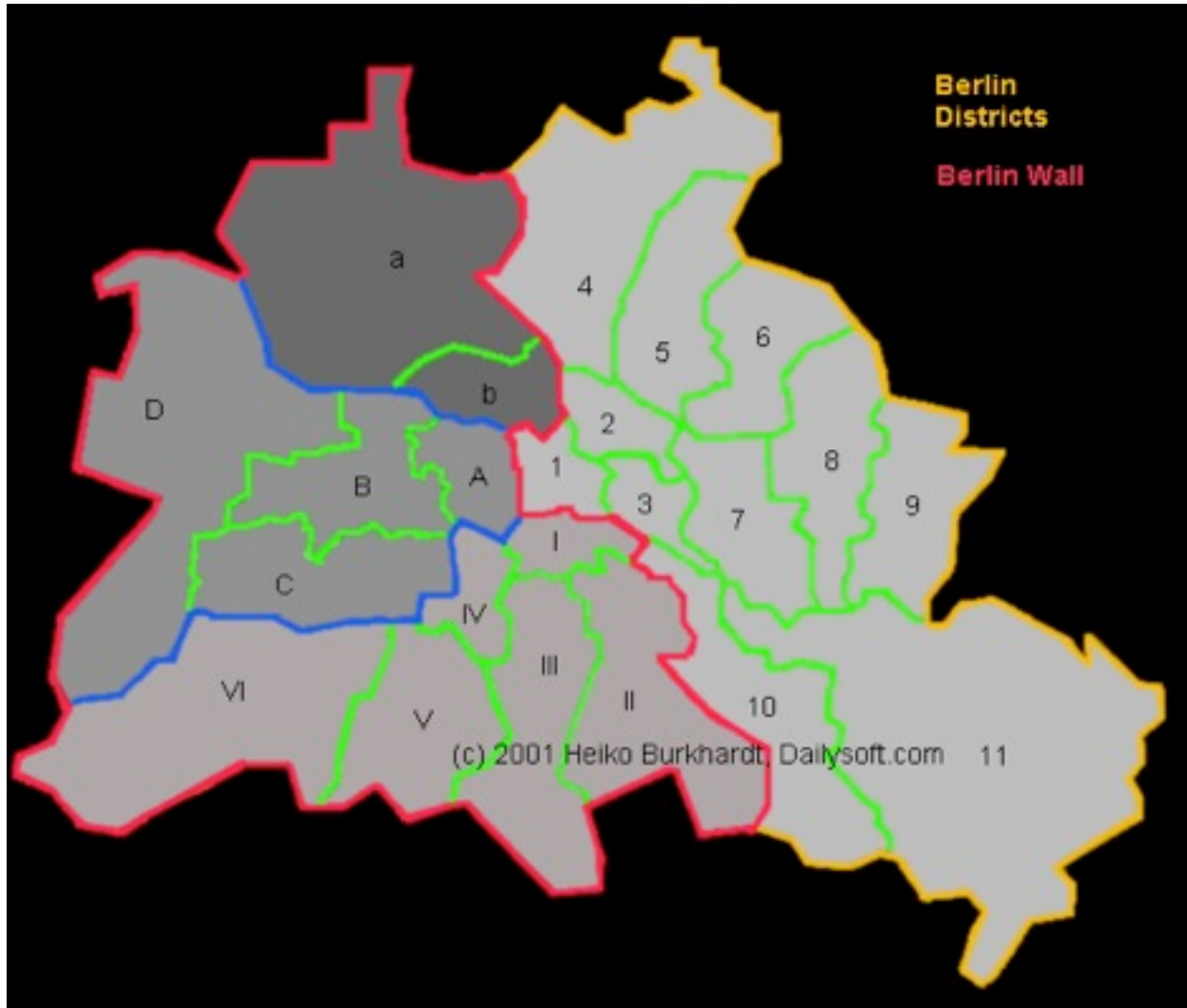
On February 1997, a red line was painted on the pavement at the former "Checkpoint Charlie" to mark the course of the former Berlin wall. This line shall reach a length of 20 km and shall be replaced by two rows of paving stones.

What is so unique about 1989?

Source: <http://userpage.chemie.fu-berlin.de/BIW/wall.html#measurementsGardner>

2.1

Visual/Spatial The Berlin Wall



Source: http://www.dailysoft.com/berlinwall/maps/berlinwallmap_01.htm

Berlin districts (1945-1990):

West Berlin

American Sector

- I Kreuzberg
- II Neukölln
- III Tempelhof
- IV Schöneberg
- V Steglitz
- VI Zehlendorf

British Sector

- A Tiergarten
- B Charlottenburg
- C Wilmersdorf
- D Spandau

French Sector

- a Reinickendorf
- b Wedding

East Berlin

Soviet Sector

- 1 Mitte
- 2 Prenzlauer Berg
- 3 Friedrichshain
- 4 Pankow
- 5 Weissensee
- 6 Hohenschönhausen (from 1985)
- 7 Lichtenberg
- 8 Marzahn (from 1979)
- 9 Hellersdorf (from 1986)
- 10 Treptow
- 11 Köpenick

Source: http://www.dailysoft.com/berlinwall/maps/berlinwallmap_01.htm

Visual/Spatial

The Berlin Wall

General Berlin city map, 1961

based on a map published in "Unser Berlin", Paul List Verlag, 1961



Source: http://www.dailysoft.com/berlinwall/maps/berlinwallmap_02.htm

Visual/Spatial

The Berlin Wall



City Map East Berlin, 1984

VEB Tourist Verlag Berlin/Leipzig, 1984

The map was published in East Germany in 1984 and shows the center of East Berlin. West Berlin was mentioned on the map but not shown with its streets and buildings (yellow area). The red line is the course of the Berlin Wall in the center of Berlin.

Why do you think that West Berlin's streets were not shown in this map?

Source: http://www.dailysoft.com/berlinwall/maps/berlinwallmap_03.htm

Visual/Spatial

The Berlin Wall



People posing at the Berlin Wall at the Brandenburg Gate in Berlin, June 6, 1989-
Before Wall Fell

Why might it have been that the wall came through at this particular place?

Source: http://www.boston.com/bigpicture/2009/11/the_berlin_wall_20_years_gone.html

Visual/Spatial

The Berlin Wall



A general view of Ebertstrasse and the Brandenburg Gate in Berlin, July 14, 2009- After Wall Fell

How does this space differ from when the wall stood here?

Source: http://www.boston.com/bigpicture/2009/11/the_berlin_wall_20_years_gone.html

3.1

Body/Kinesthetic

The Berlin Wall

This classroom activity is designed to give students a feel for what it was like for Germans when the Berlin Wall was built. Students will be given cards that identify them as East German (Spades), West German (Hearts), East German Guard (Clubs), or Stasi (Diamond). They must play their part as described in a simulated divided Berlin in the classroom. Students will recognize the distinctive viewpoints that are unique to East and West German culture through personal experience of a simulated situation.

Once the students have been given their identification cards, they will be allowed to move freely about the classroom. After a brief period of time, the instructor will tell everyone to “Freeze”. At this point, no matter where they are, everyone will stop moving. The students who are the East German Guards will form a line down the middle of the room, simulating the Berlin Wall. Randomly, students from either West or East will be trapped on the opposite side. The debrief for this activity will focus on how they may have felt being cut off from their “friends” or “family”. Were they afraid, not knowing who was trustworthy and who was a Stasi? If more time were available, the activity could be expanded in length to allow for attempts to cross the border and “escape”.

4.1

Musical/Rhythmic

The Berlin Wall

Wall

Snarling, stinking, snapping his fore-fangs,
out of the woods, wild waste beyond woods,
comes beast, come brute, carnivorous, ravenous,
but before him--and oh, we were saved--rose our wall.

Violent, fearsome, with invulnerable helmet and shield
comes antagonist, foe, furious, pitiless, lethal,
axe-men behind him chanting their cuneiform curse,
but before him--and, oh, saved again--loomed our wall.

So we raised ever more walls, even walls
that might fail: Jericho shucked from its ramparts,
men, women, old, young, all slaughtered.
What did it matter? We believed still in our wall.

Then the inspiration to build walls facing *in!*
Reservation, concentration camp, ghetto,
finally whole countries walled in, and saved were we
from traitors who'd dare wish to flee our within.

That such walls fail, too, fall, too? No matter,
Only raise more. That all walls, facing out or in,
fail, fall, leaving fossils of lives in numb rubble?
No matter. *Raise more. Only raise more.*

~C.K. Williams, the author of *Collected Poems* and *Wait*, a winner of the Pulitzer Prize and the National Book Award and a creative writing professor at Princeton.

List four adjectives used in this poem and explain why they add depth to this poem.

Source: <http://voiceseducation.org/content/berlin-wall-poetry-wall>

Musical/Rhythmic

The Berlin Wall

It Was A Weird Wall

It was a weird wall
Like the Mobius strip,
it had only one side,
the other one was unseen:
the far side of the Moon.
But some people would race
against bullets, to rip
the barbed finish tape
with their chests, to give
a push to the wrecking ball:
the pendulum of the invisible clock.

Under 11/09/89,
my diary says:
"Natasha lost a front tooth,
Liza for the first time
stood up in her crib
on her own."

~Vera Pavlova, the author of the *If There is Something to Desire*. This poem was translated by Seven Seymour from the Russian.

What is this poem describing?

Source: <http://voiceseducation.org/content/berlin-wall-poetry-wall>

Musical/Rythmic

The Berlin Wall

Berlin Wall Peddlers

History on sale

One chunk for only twenty dollars

Look at this one

it's full of bullet holes

this one is stained with deserters' blood

and see these two dark holes

they were burned by an anxious gaze

the remains of cold war on this one

still make you tremble

and what we have here

are the dancing footprints of the youth

and the shouting and clapping

when a heavy chain tore it down

Our supply is abundant

after the Berlin Wall

we'll tear down the walls

between

the rich and the poor

the fortunate and the unfortunate

the oppressors and the oppressed
and of course we always have
the inexhaustible walls
between the hearts
of indifference

~William Marr was an engineer by profession, working nearly thirty years at the Argonne National Laboratory. He now devotes himself to creating poetry and art.

Source: <http://voiceseducation.org/content/berlin-wall-poetry-wall>

In your own words, what is the poet expressing in this piece?

5.1

Naturalistic

The Berlin Wall

The Berlin Wall completely surrounded West Berlin, over 100 miles. The wall had to cut through many different types of terrain. Using the computer, go online and research the building of the wall, the environment it traversed, and look specifically to find out how it changed the landscapes of the areas where it ran.

After researching, use your findings to: draw a map, create a model, or if you have another idea run it past the teacher.

Here are a few websites to get you started:

<http://www.berlin.de/mauer/verlauf/index/index.en.php>

<http://sketchup.google.com/3dwarehouse/details?mid=407110f2589d6bccec8a10ad1c084eb>

<https://www.cia.gov/library/publications/historical-collection-publications/building-of-the-berlin-wall/BerlinPublication.pdf>

<http://www.english-online.at/places/berlin-wall/berlin-wall.htm>



Source: <http://agroecology.clemson.edu/images/biofuel12.jpg>

6.1

Interpersonal

The Berlin Wall



Source: http://humanexperience.stanford.edu/system/files/image/berlinwall_bgate.jpg

Discussion Starters:

- 1) Give three adjectives to describe what you see in this picture.
- 2) Which side of the wall do you think this picture was taken from, East or West? Why?
- 3) Why do you think the people painted on the wall?
- 4) What would it be like if our city had a wall down the middle?
- 5) What was the purpose of the wall?
- 6) If you were on the East side, do you think you would have tried to cross over to the West?

8.1

Verbal Linguistic

The Berlin Wall

For 40 years, the Communist regimes in Eastern Europe appeared indestructible. The Iron Curtain began to fall apart in 1989 and in only one year, countries have left communism one after another, like domino pieces. The symbol of the Cold War, Berlin Wall has been called the "physical representation" of the Iron Curtain. For 28 years, the enormous construction divided in two a city - Berlin and a country - Germany. The fall of the Berlin Wall is the most important mark of the communist bloc failure.

The construction of the wall began on August 13, 1961 to stop the westward emigration of the German people. In the east it was named "the anti-fascist protection wall" while in the west people called it "Wall of Shame". 155 km of disgrace of over 3 m high, of which 43 km through the heart of Berlin.

The frontier was also made of km of trenches, bunkers, hundreds of watch towers and barbed wire. Although the creation of the wall began in 1961, Germany was ruptured since the end of World War II. In 1945, Reich capital was divided between the Allied powers in the west and the Soviet Union in the east, and in 1949 two countries were born: Federal Republic of Germany and the German Democratic Republic. In 1952, East Germany closed its border with West Germany, worried about the departure of population. There were exposed points though, where people were still able to pass. More than 2.5 million Germans made it to west between 1949 and 1961.

Although on June 15, 1961 East German leader Walter Ulbricht declared that there will not be a wall built, on August 13, the eastern part of Berlin is surrounded by barricades and barbed wire. The wall is built in certain stages. In 1962 a barricade was added, 90 feet on the inside, being created a strictly controlled "restrained zone". Houses on this strip were bulldozed and people moved. The zone, mined and full of trapping wire, offered an extensive field of fire for the guards. In 1965 concrete walls began to be raised and, over the years, observation towers were added, while patrols and security were increased.

The "four generations wall", completed in 1975 was the last version. It was assembled from slabs of 3.6 meters high and 1.2 meters wide. The wall was strengthened with motion sensors, fencing net and barbed wire, trenches against vehicles, and on the crest wall it was mounted a clean pipe, which would have made even problematic to escalate.

The eight passing points were planned particularly for different types of people that could pass through. The most well-known was Checkpoint Charlie, which was meant

only to Allied personnel and non-German citizens. During the history of the Wall, military personnel, officials and Allied diplomats could enter East Berlin without passport control. Also, Soviet patrols could enter freely in the West Berlin.

On November 9, 1989 the East German government choose to permit visits to West Germany, but the minister for propaganda was not properly informed therefore a lot of confusion was developed. Tens of thousands of Berliners assailed the crossing points, claiming to move freely in the West. Overwhelmed by tens of thousands of people and in the absence of clear instructions, border guards were not likely to open fire, permitting the crowds to pass over.

The wall has been kept some time after November 9. On June 13, 1990 East German army launched formal demolition, and on July 1 all border crossing points were conventionally abolished. The two Germany halves were finally rejoined on October 3, 1990. Today, there are only three remaining portions of the wall: a section of 80 meters near Postdamer Plaz, a longer section near the river Spree and the third piece, turned into a monument, north of Bernauer Strasse.

Source: <http://EzineArticles.com/3332332>

On a separate sheet of paper, create a simple timeline adding the dates and events given in this writing.