

MODERN GERMANY UPDATE

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



Federal Republic of Germany
Foreign Office



GOETHE-INSTITUT

Deutsche Bank



Robert Bosch Stiftung

TOP Online: More Resources for Educators than Ever Before!

As classrooms evolve, from overhead to multimedia data projectors, so too must TOP evolve its teaching materials. Just how has TOP been working to meet the demands of the most technology-savvy educators?

The latest editions of the “Germany Today” and “Germany in Europe” instructional kits now include a CD-ROM with the overhead transparencies in PowerPoint format. Moreover, the overhead transparencies for all instructional kits are now available for download through the TOP web site.



The entire “Germany in Europe, 2007 Edition” instructional kit is now completely online, featuring all transparencies, lessons, and handouts in downloadable/printable format. Each lesson also features a link displaying its alignment to National Social Studies Standards.

As of June 2008, TOP has made available lessons corresponding to the acclaimed *Germans in America* public television series. This four-part series documents German immigration to the United States in the 17th, 18th, and

19th Centuries. The lessons are downloadable and feature imbedded videos designed to focus specific learning strategies.

Finally, two interactive multimedia games are now available. The *Save Our Schule* game for upper elementary classrooms follows the students of the fictional “Henkel Schule” in Germany who discover plans for the demolition of their school. Only their fast action can save it from being torn down. Players make choices along the way that affect the outcome of the game.

The *Race 4 The Future* game puts high school students in a race against time as they seek answers to various riddles. Through their exploration, students not only get a glimpse of the beautiful city of Berlin, they also learn about the German government and core democratic principles along the way.

TOP invites educators to explore these latest offerings to the benefit of their students. Everything is just a click away at www.goethe.de/top!

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TOP AND MILLERSVILLE UNIVERSITY: WORKING TOGETHER TO OFFER GRADUATE CREDIT

The Transatlantic Outreach Program is pleased to announce that it is working with Millersville University to offer graduate credit to study tour participants. Social Studies educators who travel to Germany with TOP will be eligible to receive three (3) semester credit hours following their completion of all post study tour requirements. Credit is awarded for the specific course title, *GOVT 586: A Direct Examination of German Government, Education, Business, and Culture for Social Studies Educators*. The three semester credit hours cost \$430.00 USD and will be available to eligible study tour participants starting in 2008.

Founded over 150 years ago in Millersville, Pennsylvania, Millersville University is one of the most highly regarded public universities in its region of the United States. As an academic institution, Millersville University has earned its place among *U.S. News & World Report's* top 10 public universities in the North and is recognized for its academic excellence in Martin Nemko's book *How to Get an Ivy League Education at a State University*. While Millersville University began in 1855 as a teachers' college, it now offers a wide range of graduate and undergraduate majors in the areas of science and mathematics, education and humanities, and social sciences to a population of 7,259 undergraduate and 1,047 graduate students.

For more information about the credit application process, please visit the TOP web site at www.goethe.de/top and select "Graduate Credit" under the "Study Tours" main menu option.

Idaho Luncheon with Rolf E. Schutte, Consul General

— Article by Dan Prinzing

In his first official visit to Idaho, Rolf Schutte, Consul General for the Federal Republic of Germany based in San Francisco, hosted a luncheon for Idaho TOP participants and staff representatives from the Idaho Human Rights Education Center on May 13, 2008.

Celebrating their efforts to infuse global perspectives in Idaho's classrooms and integrate the teaching of Germany in social studies, language arts, and visual arts courses, the Consul General met with eleven educators who traveled to Germany in 2005 on a "customized" TOP study tour for Idaho educators. Coordinated by Dr. Dan Prinzing, Education Director at the Idaho Human Rights Education Center and 2003 TOP study tour participant, the luncheon included a lively reporting of how the TOP experience has impacted both teaching and learning.

As noted by one attendee, "the Transatlantic Outreach Program connected our classrooms to an interdependent world in which Germany is shaping 21st Century views of social justice, environmental responsibility, and political transparency."

Dr. Marilyn Howard, former Idaho State Superintendent of Public Instruction and TOP study tour participant, added that "There's a clear recognition in our small, rural state that Idaho is tied to all other nations, and, I believe, a consensus that the best way to foster those ties over the long haul is to start now, in our schools, as we help our students understand what it truly means to live as a citizen of the world."

Led by Memorial docent Rose Beal, a Holocaust survivor originally from Frankfurt, Germany and Amy Herzfeld, Executive Director of the Education Center, the lunch concluded with a private tour of the Idaho Anne Frank Human Rights Memorial in downtown Boise.

Responding to a comment made at lunch regarding the phase-out of the German

language program in an adjoining school district, the Consul General ended his day in Idaho with a surprise appearance and testimony before the local school board.

Amy Burkholder, German language teacher, reported "that due to Mr. Schutte's efforts at the board meeting - as well as an outpouring of support from concerned parents and students, the school district has reinstated the German program to its original level for next year."



Idaho educators meet with German General Consul Schutte (top row, center). Photo submitted by Dan Prinzing.

While 25% of Idaho's population claims German roots – Idaho's TOP Fellows are claiming Consul General Rolf Schutte as their friend and colleague in bringing Germany into the classroom!

The Transatlantic Outreach Program thanks General Consul Schutte, Dr. Prinzing, and his colleagues in Idaho for the positive and productive meeting. TOP looks to continue the success by offering a "Train-The-Trainers" workshop for German language and social studies educators in Boise, Idaho sometime in November 2008.

The 2005 "Idaho Study Tour" is an example of state-specific study tours offered by TOP to teacher trainers and curriculum coordinators at the state-level to aid in the process of "internationalizing" a state's curriculum as a whole.

UPCOMING CONFERENCES FALL 2008

South Carolina Council*
Columbia, SC
October 3-4

Washington Council
Edmonds, WA
October 11

National Council for Geographic
Education*
Dearborn, MI
October 9-12

Pennsylvania Council*
Gettysburg, PA
October 16-18

Virginia Council
Richmond, VA
October 17-18

Georgia Council
Athens, GA
October 23-24

Florida Council*
St. Petersburg, FL
October 23-26

Texas Council
San Antonio, TX
October 24-26

National Council*
Houston, TX
November 14-16

**TOP Staff Plans to Attend with
Workshops/Booth*

If you have any questions or comments
about TOP's involvement with any of the
above conferences or would like to invite
TOP to your conference,
please let us know:

Attn: Assistant TOP Coordinator
Email: top2@washington.goethe.org
Tel: (202) 289-1200
Goethe-Institut Washington
812 Seventh Street NW
Washington, DC 20001

Recent Workshop Leaders SUMMER 2008

Christopher Shaffer	Dothan, AL	Linda Bennett	Columbia, MO
Susan Jeffries	Bryant, AR	Karen Burgard	Harrisonville, MO
Daneille Erb	Glendale, AZ	Paul Hoelscher	Clayton, MO
James Kinney	Yuma, AZ	Dana Lenzen	St. Louis, MO
Sheila Nice	Phoenix, AZ	Brian Schultz	Independence, MO
Sarah Bremer	Oakland, CA	Beth Anderson-Molde	Grafton, ND
Richard Lee	Salinas, CA	Nathan Larsen	Aurora, NE
Michael Pasqua	Arcadia, CA	Ann Ackerman	Nashua, NH
Andy Radler	Oroville, CA	Shannon Black	Truro, NS
Katy Lapp	Colorado Springs, CO	Josh Jones	Las Vegas, NV
Trish York	Thornton, CO	Kim O'Reilly	Reno, NV
Joan Mastromonaco	East Hampton, CT	Melvin Douglass	Huntington, NY
Sharon Powers	Cheshire, CT	Ryan Goble	Bronx, NY
Peggy Kratz	Miami, FL	Rebecca Haskel	Gosher, NY
Nicholas Leone	Tampa, FL	Rebecca Pietropaoli	Hilton, NY
Wendy Lockard	Fort Lauderdale, FL	Maureen Tricase	Liverpool, NY
Regina Stuck	Miami, FL	Allison Weller	Copiague, NY
Barbara Woody	Venice, FL	S. Linda Cotter	Columbus, OH
Glen Blankenship	Loganville, GA	Geoffrey Hoebbel	Cincinnati, OH
Mike Raymer	Fayetteville, GA	Kimberly Miller	Findlay, OH
Lance Boyd	Honolulu, HI	Bill Wyss	Louisville, OH
Jonathan Yorck	Honolulu, HI	Mary Barton	Phoenix, OR
James Corey	Eagle, ID	Bill Gabriel	Ashland, OR
Kelly Nesbit	Belvidere, IL	June Satak	Albany, OR
Monica Swope	Oak Park, IL	Pam Flynn	Spartanburg, SC
Ben Silver	Mooresville, IN	Susan Gratz	Harrogate, TN
Virginia Smith	Battle Ground, IN	Linda Taylor	Sparta, TN
Kimberly Gilman	Shawnee, KS	Michelle Crane	Grand Prairie, TX
Terry Stahl	Topeka, KS	Lori Dumerer	Carrollton, TX
Kay Gandy	Bowling Green, KY	Tamasine Ellis	Houston, TX
Laurie Carr	Boston, MA	Sandra Kelley	Bay City, TX
William Fitzhugh	Baltimore, MD	Peter Kurtz	Houston, TX
Seth Roberts	Frederick, MD	Margaret Telford	Grapevine, TX
Connie Manter	East Boothbay, ME	Crystal Tyson	San Antonio, TX
Willis Potter	Lubec, ME	Margo Jantzi	Harrisonburg, VA
Dennis Burin	Detroit, MI	Ellen Bartling	Valders, WI
Michael Federspiel	Mt. Pleasant, MI	Sue Gogue	Baraboo, WI
Janet Harris	Farmington, MI	Jan Hess	Wisconsin Dells, WI
Henry Rehn	Shelby Township, MI	Peter Michaud	New Berlin, WI
Thomas Smith	Auburn Hills, MI	Susan Nigohosian	Racine, WI
Michelle Woolman	Alpena, MI	Tom Sorosiak	Madison, WI
Scott Noet	Owatonna, MN	Lynette Swiger	Monongah, WV



LETTER FROM BERLIN

BY FORMER TOP DIRECTOR, DR. MICHAEL NENTWICH



Dr. Nentwich. Photo by Falk Ulbrich.

The U.S. election campaign fascinates not only Americans, but Europeans have been following it closely, too. It is being reported in German newspapers and on TV programs in great detail. Part of the fascination here for a long time was due to the harsh and long-drawn-out internal competition between the two Democratic candidates. Like most European countries, Germany has a parliamentary system in which the population votes more for parties than individual politicians. Who becomes Chancellor or President of Germany is then decided by parliamentarians. So while polls about who are the most popular/unpopular politicians are as interesting to Germans as they are to Americans, the Germans don't really have a direct say in who gets to the top. Germans in fact wonder why candidates from the same party would attempt to discredit each other for so long before the actual battle with the political opponent has properly begun.

Another reason for the German fascination with the Barak Obama/Hillary Clinton battle was the fact that the themes that dominated it are so similar to the ones discussed intensively in Germany at the moment. The reforms (Hartz I-IV and Agenda 2010) of former Chancellor Gerhard Schroeder, a Social Democrat, have brought down unemployment from almost six million to currently less than three-and-a-half million, but they remain extremely unpopular because they seem to have made the rich much richer and the poor much poorer. The argument that this was inevitable was always globalization, especially the need to compete with the U.S. in corporate earnings, and salaries and benefits of CEOs. Germany, after all, is the world's top exporter, and can afford less than any other country to cut itself off from globalization.

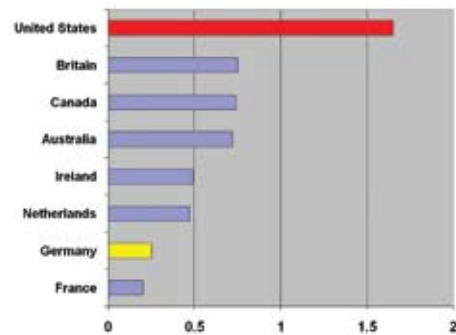
There has been a spade of trials against corrupt economic leaders recently, similar to the one that began in the U.S. in the late Bill Clinton era. Could it be that the U.S. and Europe have not drifted apart that much after all? That any successor of the universally unpopular George W. Bush will have to deal with economic and social problems that are identical to the ones in Germany? The hope that this might be the case shows that the often discussed recent Anti-Americanism of Europe may really just be a rejection of the present U.S. administration, and will recede very quickly under any of his successors, including a Republican President.

One recent witness of the similarity of the U.S. and Germany is the Princeton economist and New York Times columnist Paul Krugman, whose recent book "Nach Bush" ("After Bush") has just appeared in German and has found huge interest. The "Berliner Zeitung" interviewed Krugman on May 26 and learned that economic growth in the U.S. has been too low during the George W. Bush presidency and that average families are worse off than eight years ago in spite of statistical growth. "Imagine" he says "that you are sitting in a bar. Bill Gates comes in. Suddenly the statistical average income grows inordinately, but none of the other guests in the bar are better off in the least." An average employee produces 50% more today than in 1973, but the average families have not really progressed financially during this period. On the other hand, in the Seventies top managers made an average \$1.2 million a year or forty times the average full time employee. Now they make an average of \$9 million or 367 times as much as the average employee. "No developed country has seen as radical a rise in inequality as the U.S.," says Krugman.

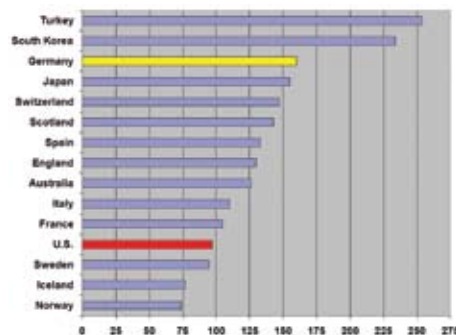
All this mirrors the current internal debate in Germany almost one to one. The most frequent topic of political discussions on TV in Germany is the growing gap between rich and poor. The Social Democrats, the German equivalent of the Democrats, are not only discussing higher taxes for the rich, but even limiting the income companies are allowed to pay their CEOs. The social wing of the Christian Democrats, Germany's Republicans, are not far from these positions. Of the six parties represented in the German Federal Parliament, only the Liberals – careful, Americans: this is not a leftist party, but more similar to the U.S. Libertarian party! – are unequivocally against limiting the freedom of the market.

Whatever you think of this discussion, it is one that is taking place on both sides of the Atlantic, and it seems an indication that we have not drifted as far apart as we thought.

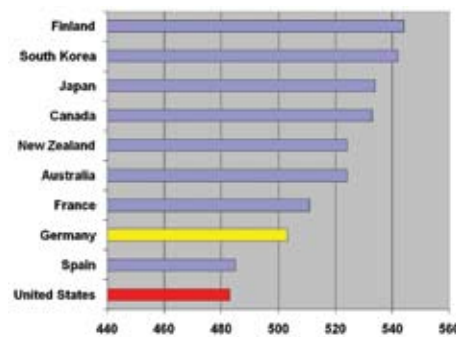
By the Numbers



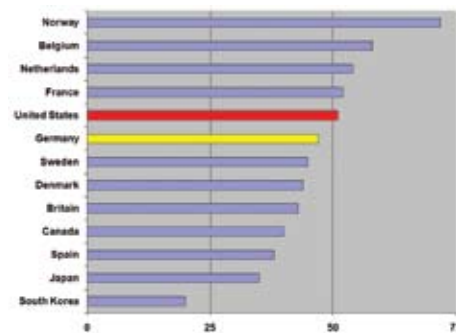
Individual gifts to charity as % GDP, 2005
Sources: Charities for Aid Foundation; ONS



Teacher's salary as % of GDP per person, 2005
(In primary education, after 15 years experience)
Source: OECD



PISA Math Scores, 2003
Source: OECD



GDP per hour worked, 2006
(U.S. Dollars at Purchasing Power Parity)
Source: Bureau of Labor Statistics

The 2007 TOP Fellow of the Year: LINDA COTTER

Sylvia Linda Cotter was presented the 2007 “TOP Fellow of the Year” award at a reception held during the National Council for the Social Studies conference in San Diego, California. TOP staff members Stefan Brunner, Wood Powell, and Kelsey Smith as well as St. Mary’s School principal Sr. Regina Snyder were in attendance along with approximately one-hundred teachers and past TOP study tour participants.



From left to right: Sister Regina Snyder, TOP Director Stefan Brunner, Linda Cotter, Helen Von Voight.

Linda’s interest in Germany and German culture is a direct result of her early life experiences. She is the daughter of an American father and a German mother. She was born in Frankfurt am Main and spent the first six years of her life there in a small apartment shared with her grandpar-

ents. German was spoken at home, and she knew no English when she moved to the U.S. to begin first grade and a new life. Her family worked hard to “Americanize” her as quickly as possible. In spite of her German background, she soon lost her language skills, and eventually had little or no memory of Germany.

She grew up relatively unaware of Germany’s history and culture until high school history classes introduced her to the Holocaust, igniting a firestorm of emotions about her family and their possible role in such a horrific event. She confronted her mother and received few satisfactory answers but set on a quest to learn more about the country of her birth. Her interest led her to focus on social studies and languages in college and to become an elementary teacher.

Her teaching career began and continues at the St. Mary School in Columbus, Ohio. Coincidentally, the school is located in a historic neighborhood called German Village. Both the school and church were founded by German immigrants in 1864. But like Linda, the school and church have become almost completely Americanized. The subjects which had been taught in German until the First World War are now all taught in English; Spanish is now the most popular foreign language offered! The children and grandchildren of the founding immigrant families now speak only English and few remember the details of their German heritage. The few surviving clubs and bakeries are the only signs of German culture other than the quaint brick streets and cottages.

Linda was not sure anyone in her school or community had an interest in Germany anymore, but she was determined to bring the heritage to life for her students. As a fourth grade teacher, social studies and Ohio history are a strong part of the curriculum.

Her enthusiasm for lesson development led her to participate in a program involving curriculum writing about Germany. Linda helped to develop a summer institute for teachers called *Learning about Our World: Germany* in addition to a curriculum guide

of the same name. The guide was written with a team of teachers selected by the Ohio Department of Education to travel to Germany to gather information and materials. After the trip, the guide was written, published and disseminated during a series of summer institutes. These institutes expanded to include other countries and cultures, and Linda continued to work with the team to provide these learning opportunities each summer.

It was through these institutes that Linda met an expert from the Armonk Institut. After meeting Linda and attending her workshop, he invited her to participate in a whirlwind study tour of Germany focusing on its history. She was the only elementary teacher selected for this study tour (twice!). Another expert who later met Linda was Dr. Michael Nentwich, former director of TOP. He invited her to apply for a TOP study tour in 2002 and, again, in 2006.

Linda embraced these opportunities and took full advantage of all she learned on the two TOP study tours. Linda continues to develop lessons and activities incorporating Germany and German culture. Her in-service workshops focus on the teaching materials and study tour experiences provided by TOP as well as her own lessons and ideas.

She uses what she has learned to build bridges from the past to the present. The German Village community has a heritage directly connected to the school, church, and children. Linda has brought German culture into the lives of her students in many ways.

For example, on the first day of school, first graders receive a Schultüte, a large cone filled with treats and school supplies. The whole community is invited to the school to welcome the first graders to the beginning of their school careers. The older students perform poems, skits, and songs. Community and school leaders speak to students about the importance of education. The bishop and superintendent are there to hand out the giant cones. Families come to enjoy the celebration and share the treats found in the Schultüte.

Every October, Linda’s fourth graders raise both the U.S. and German flags in honor of German/American month. Students are invited to answer German/American trivia questions and participate in many activities encouraging them to learn more about the contributions of German immigrants.

Finally, Linda’s interest in using German heritage to connect to students caught the attention of the promoters of the public television series, *Germans in America*. She was invited to speak briefly about the series at the 2008 National Education Telecommunications Association (NETA) conference held in Columbus, Ohio. She discussed the value of the program for classroom teachers at all levels and gave specific examples of how it could be used in classrooms and as family viewing.

The Transatlantic Outreach Program is proud to add Sylvia Linda Cotter to its growing list of TOP Fellows of the Year. As with the two previous recipients, Linda espouses the very essence of the award: The desire to educate students and collaborate with other educators to strengthen German-American relations in the social studies classroom and beyond.

Linda’s interest in Germany and German culture is a direct result of her early life experiences.

Exceeding Eco-Expectations

The German government takes the issue of climate change very seriously. So seriously in fact, that the issue is not about how to meet goals (such as those set by the Kyoto Treaty), it is about how to exceed them!

Just recently, Chancellor Merkel's government signed off on ambitious measures designed to reduce Germany's CO2 emissions by 40 percent relative to 1990 levels by 2020. These latest measures leave no doubt about Germany's desire to be the global leader in the fight against climate change.

Proof that Berlin is not simply spewing hot air, oil giant British Petroleum recently reported that energy consumption in Germany fell last year by a greater extent than in any other country in the world. More specifically, German companies and consumers reduced their use of primary energy to the tune of 18.5 million tons of oil in 2007.

While the ever cost-prohibitive nature of oil-based energy sources has certainly aided this trend, Germans are looking to rely on natural, sustainable alternative sources of energy. And companies like Q-Cells are rising to meet the demand.

Q-Cells, headquartered just north of Leipzig, is one of the stars to emerge from

the eastern German state of Saxony. The company is the world's single largest producer of photovoltaic cells used in solar panels. Sales were up 59% in 2007 compared to the year previous, proving that a solar industry leader can flourish even in the unlikeliest of places. After all, Germany is not known for having the most days of sunshine per year!

Success stories like Q-Cells are just the beginning. The Roland Berger consultancy predicts that the number of "green collar" jobs resulting from the renewable energy industry will nearly triple in Germany from 250,000 in 2007 to about 700,000 in 2030. That number would nearly equal the jobs created by Germany's mighty automobile industry by that time.

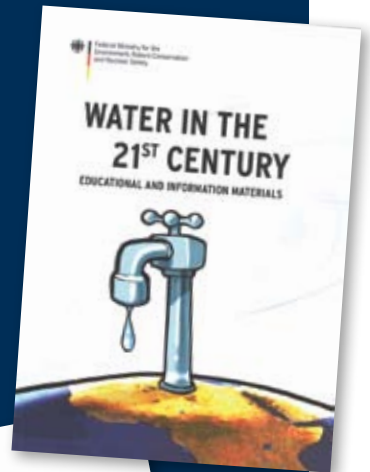
But one doesn't have to wait until 2030 to measure progress. Germany's share of electricity generated from renewable resources reached 14.2% in 2007, a 2.5% jump from 2006. By comparison, the European Union target for member nations is only 12.5%.

In Germany, this exciting trend of exceeding expectations continues.

Sources: "Germany Records World's Biggest Cut in Energy Use in 2007." SPIEGEL ONLINE 19 June 2008. <<http://www.spiegel.de/international/germany/0,1518,560681,00.html>>.
"German Lessons." THE ECONOMIST. April 5-11, 2008: 67-68.



Education Goes "Green"



The German Federal Ministry for the Environment, Nature Conservation, and Nuclear Safety (BMU) has been producing and distributing high-quality teaching materials for the past few years. Textbook titles include "Atomic Energy: Facts and Controversies", "Renewable Energies", "Environmental Protection and Environmental Policy", and many more. In an attempt to broaden the appeal of the textbooks beyond German-speaking classrooms, the BMU recently began the process of translating its textbooks to English, Russian, and Polish.

The Transatlantic Outreach Program is pleased to announce that two of the textbooks, designed for secondary students, are now accessible through the TOP web site. The two textbooks are entitled "Biological Diversity" and "Water in the 21st Century". The former enforces the importance of protecting species diversity while the latter addresses such questions as, "How much water do we really need?" and "Is there enough water for everyone?"

Both textbooks contain fun learning exercises, background information for teachers, and "competence check" evaluation material.

To access the materials, either visit the BMU directly at www.bmu.de or go to the TOP web site at www.goethe.de/top and click on "Green Education" under the "Teaching Materials" main menu option.

Honorable Mention: GERMANY WINS SOLAR DECATHLON

For one week in October 2007 in Washington, D.C., the world got to see the best and the brightest from Canada, Germany, Puerto Rico, Spain, and the United States come together to compete in creating the most efficient and aesthetically pleasing home, powered purely via solar energy.

During last year's Solar Decathlon, twenty teams from various universities designed, built, and operated their homes on the National Mall against the backdrop of the Capitol Building and National Monument, striving to find the perfect



The TU Darmstadt Solar House on the National Mall. Photo by Jeff Kubina.

balance between architecture, engineering, and practicality. The competition exists to force students to challenge the way the world thinks about energy and to increase the public's awareness about such possibilities and how tangible they really are.

The teams were given two years to develop their ideas and put them into action. During this time, the homes were built off-site at each team's respective university, and then transported to the Solar Village in Washington. After shipping their materials across the Atlantic Ocean by boat, Germany's Technische Universität Darmstadt competed against some of the most reputable institutions across the United States, ranging from Georgia Tech, to MIT, to Carnegie Mellon. On the outside, TUD's louvered screens were the secret to their success, both hiding their method of generating electricity with photovoltaic energy and keeping their house looking beautiful and livable. In the end, they were successful in using their innovative ideas to win the overall competition.



Secret to success: solar panels integrated into the door/window shutters.

Sponsored by the U.S. Department of Energy, the Solar Decathlon proves to the world that society can work with the environment instead of against it while still living comfortably and more efficiently. Congratulations to the Technische Universität Darmstadt's team, as they have succeeded in helping to aim the world towards a healthier, brighter future.

For more information, visit <http://www.solardecathlon.org/>

FIRST SOLAR CITY IN GERMANY: MARBURG CITY COUNCIL APPROVES LAW REQUIRING SOLAR

If the Marburg City Council gets its way, Marburg will be the first city in Germany to legally require solar collectors on rooftops of private and commercial buildings. The goal of Fritz Kahle, the Green Party Mayor of Marburg:

Kahle further defines his goals for Marburg: "We don't want to save the World and we don't claim that Marburg will revolutionize climate action. But we must chart new territory in order to ensure a future supply of energy independent of oil and gas." The City Council has passed the law, which will not take effect until approval of the regional authorities in Giessen is granted.

Marburg is a city of approx. 80,000 lying halfway between Frankfurt on the Main and Kasel in the German state of Hesse. The city has origins dating back to the first millenium, and gained notoriety when the Countess Elisabeth of Thueringen moved to Marburg to dedicate herself to the care of the sick after the death of her husband. In spite of her own premature death, at age 24, her legend persists and the Countess' castle as well as the Church built to the sainted lady's memory remain the two major historical attractions of Marburg. Among the more modern attractions of Marburg is the University.

The legal requirement for solar installations will be activated when more than 20% of roof area is renovated, when heating systems are replaced or when an addition is planned. The law requires at least 1 square meter of solar energy collector per 20 square meters of roof surface, foreseeing a minimum of 4 square meters of solar-thermal collector or 1 Kilowatt of photovoltaic panels (approx. 7 square meters). The city estimates a cost of \$6400 per single-family house, to be carried by the house owner, but does not intend to increase the standard \$400 subsidy currently existing to promote solar installations.

Credit: Christine Lepisto, Berlin
www.treehugger.com

TRAVEL TO GERMANY IN 2009: FAQ!

1. WHO MAY APPLY?

From the United States and Canada: K-12 Social Studies educators, Social Studies university methods professors, Social Studies curriculum coordinators, applicable authors, and applicable State Departments of Education employees.

2. HOW LONG DO APPLICANTS HAVE TO WAIT BEFORE BEING NOTIFIED?

Applications are typically due the first half of February. Notification letters are sent via the U.S. Postal Service during the second half of March.

3. WHAT COSTS ARE INVOLVED?

All expenses are paid by TOP through the generosity of its partners. This includes the cost of flying from your nearest major airport to Washington, D.C. and back (if you live outside a 100-mile radius of Washington, D.C.), the cost of a hotel room in Washington, D.C. on the night prior to departing to Germany, the cost of flying from Washington, D.C. to Germany and back, all study-tour-related transportation within Germany, all lodging in Germany, two meals per day in Germany, and all associated study tour fees.

The Program does not pay for expenses incurred during free time. The Program does not pay for incidental hotel costs (long distance telephone calls, Pay-Per-View, laundry, Internet, etc.). Each participant has her or his own hotel room.

A refundable deposit is required upon acceptance. The deposit amount is currently \$250.00 USD. Refund depends on the successful completion of items listed below in question 7.

4. WHEN DO THE STUDY TOURS TAKE PLACE?

During the summer months. The first group typically departs in mid June; the fourth and last group returns in mid August. Applicants may request the desired group date(s) on the application form.

5. HOW LONG ARE THE STUDY TOURS?

They are two weeks in length.

6. IS KNOWLEDGE OF THE GERMAN LANGUAGE A REQUIREMENT?

No, although experience speaking the German language is always appreciated and only serves to enhance the experience for participants.

7. WHAT IS THE CATCH?

Above all, this is a STUDY tour! We ask that all participants come willing to participate, ask questions, and absorb a lot of information during a fun, yet physically and mentally intense two weeks in Germany.

Upon returning from Germany, each participant must 1) Write a unit of learning AND 2) Conduct a minimum of two "Germany" workshops at the local, district, state, regional, OR national level within a specified time period.

8. JUST HOW "PHYSICALLY INTENSE" ARE THE STUDY TOURS?

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

Participants are also asked to be responsible for their own luggage at all times, even when embarking/disembarking trains, often within three minutes or less. Navigating older train station without elevators or escalators can also pose a challenge to the most experienced travelers.

In addition to walking, groups may also explore a town or city while on a bicycle tour.

The fact that the study tours take place during the heat of the summer months can also pose a challenge.

9. HOW MANY CITIES ARE VISITED?

Although itineraries are always subject to change, the study tours typically begin in Berlin where the aspects of German government are studied. The tours typically end in Frankfurt am Main due to the city's proximity to the (FRA) international airport. The two or three destinations visited in-between depend largely on which German states have schools in session. Some groups go north, some south. The itinerary does try to maintain a balance between eastern and western German states as well as larger cities and smaller towns. Unless a German border town is being visited, the groups remain in Germany at all times.

10. HOW CAN I IMPROVE MY CHANCES OF BEING SELECTED?

Priority is given to applicants who have experience conducting in-service training workshops. See the "Workshops" section of the TOP web site for more information at www.goethe.de/top.



Study tour participants visit the Potsdam Conference House, July 2007.



Enjoying apple wine in the orchard. Photo by Mike Raymer, July 2007.



Ginger Smith presents a gift to Robert Bosch Stiftung CEO, Dieter Berg. Photo by Lynette Swiger, August 2007.



Study tour participants meet with students in Germany. Photo by Rita Cochrane.

2009 APPLICATION FORM FOR PARTICIPATION IN A STUDY TOUR TO GERMANY



DATES FOR STUDY TOURS SUMMER 2009 (Check all dates for which you are available for travel.)

DEPART: JUNE 12 - RETURN: JUNE 27 DEPART: JUNE 26 - RETURN: JULY 11 DEPART: JULY 10 - RETURN: JULY 25 DEPART: JULY 24 - RETURN: AUG. 8

DIRECTIONS: Print and carefully read this entire application form. Use this form as your cover sheet and attach Application Requirements 1-4 listed below. Please type or write as legibly as possible.

PARTICIPANT NAME: _____
Dr./Mr./Mrs./Ms./Miss First Name Last Name

TEACHING ASSIGNMENT/JOB TITLE: _____
[specify course title, grade level, etc.]

SCHOOL/EMPLOYER: _____

WORK ADDRESS: _____
Street

City State Zip Code

Work Telephone: (_____) _____ Work FAX: (_____) _____

HOME ADDRESS: _____
Street

City State Zip Code

Home Telephone: (_____) _____

IMPORTANT: E-Mail Address you check regularly (From Home): _____

Date of Birth (Month/Day/Year): ____/____/____. Disabled? Yes No If yes, please describe on an attached page.

CHECK ALL THAT APPLY:

A. Which best describes you?

- Social Studies classroom teacher University Social Studies methods professor State Dept. of Education employee
 Curriculum consultant/coordinator Author Other: _____

B. In how many overseas study tours have you participated during the past four years?

C. Do you have experience leading in-service workshops? Yes No

D. Are you in good health, able to face the environmental and physical challenges associated with this study tour? Yes No

APPLICATION REQUIREMENTS:

1. Attach an official letter from your supervisor verifying your current employment status as well as the likelihood of maintaining your current employment status in 2009 and beyond.
2. Attach at least one letter of recommendation in addition to the letter specified in Requirement 1. This letter should be from a different person.
3. Submit a résumé (C.V.) that specifically highlights your contributions to Social Studies education. For example, list all **in-service training workshops you have led** as well as any relevant lesson plans, curriculum guides, textbooks, publications, etc. that you have written.
4. Write a single-spaced, 1-2 page essay outlining 1) what about Germany interests you, and 2) steps you will take upon returning from the study tour to convey the lessons learned to your classroom and to your peers and colleagues.

NOTE: Applications will be accepted from individuals in all 50 states and Canada without regard to gender, race, or religion. Team applications (from married/unmarried couples, family members, etc.) are discouraged and will only be considered if such applicants request to travel to Germany during different time periods. Travel groups may be formed based on job type, subject/grade level taught, areas of interest, etc. to ensure a productive and cohesive team. Priority will be given to teachers in the Transatlantic Outreach Program teacher network who have conducted modern Germany workshops in the past.

Questions? E-mail top@washington.goethe.org or call (202) 289-1200.

APPLICATION DEADLINE: APPLICATION PACKET MUST BE RECEIVED, NOT POSTMARKED, BY FEBRUARY 12, 2009.

Send completed application package to:
TOP Coordinator c/o Goethe-Institut Washington
812 Seventh Street, NW
Washington, DC 20001-3718

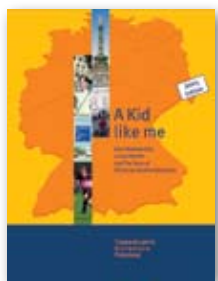
Leading Workshops on Modern Germany

The Goethe-Institut has been providing complimentary teaching materials to Social Studies educators since 1990. Each of the kits below are authored by American Social Studies specialists, edited by Program staff, and printed in Germany. Each contains a book of lesson plans, teacher resources, handouts, worksheets, and full-page, color transparencies. The kits as well as wall maps and additional teaching materials are available free-of-charge to in-service workshop leaders.

Whether you are an experienced workshop leader or are simply looking to conduct your first in-service workshop and want to request complimentary “TOP” materials, please refer to the instructions on the facing page.

Workshop leaders receive priority consideration for TOP study tours to Germany.

A KID LIKE ME ACROSS THE SEA, 2005 EDITION



This kit is designed for elementary classrooms. The lessons draw heavily on interpretation of photographs, working with maps, creating timelines, charts, graphs, and other process skills.

The topics of physical and cultural geography, meeting basic needs, political symbols, and people are addressed in a comparative context with the United States.

WELCOME TO GERMANY, 2005 EDITION



This kit is designed for middle school classrooms. The lessons correlate to the study of world cultures (perspective taking and symbols), physical and cultural geography, and state and national government in

a comparative context with the United States.

GERMANY TODAY, 2007 EDITION



This kit is designed for middle and secondary classrooms. The lessons examine Germany's changing position in Europe and in the world as well as political institutions in Germany in a comparative context

with the United States. Each lesson demonstrates the integration of research models for alignment, instructional scaffolding, and backward design of instruction and assessment.*

GERMANY IN EUROPE, 2007 EDITION



This kit is designed for middle and secondary classrooms. The lessons examine European Union governance, multiculturalism, and the Euro currency from the context of one of the Union's largest member nations. Each lesson demonstrates the integration of research models for alignment, instructional scaffolding, and backward design of instruction and assessment.*

MAPS & POSTER

TOP currently distributes two wall maps and one poster to workshop leaders. The Political Maps of Germany and Europe are both provided in the German language. The “Cultural Collage” poster comes with a bilingual German/English answer key allowing students to explore the past and present cultural heritage of Germany.



These lessons use ideas from research-based best practices, such as “Dimensions of Learning” (R. Marzano) and “Backward Design” (J. McTighe and G. Wiggins).

For the “A Kid Like Me Across the Sea 2005”, “Welcome to Germany 2005”, and “Germany Today 2007” kits, the color transparencies are available online in downloadable PowerPoint format.

The entire “Germany in Europe 2007” kit, including the lesson plans, teacher resources, handouts, transparencies, etc. is available online.

Please visit the “Teaching Materials” section of the TOP web site at www.goethe.de/top.

How to Request Materials for a Workshop

PLEASE NOTE: BEFORE ACCESSING THE ONLINE MATERIALS REQUEST FORM, YOU SHOULD HAVE ALREADY DONE THE FOLLOWING:

1. Decided on a date and location for your workshop.
2. Decided on the audience (elementary, middle, secondary).
3. Have a good idea as to the number of participants.

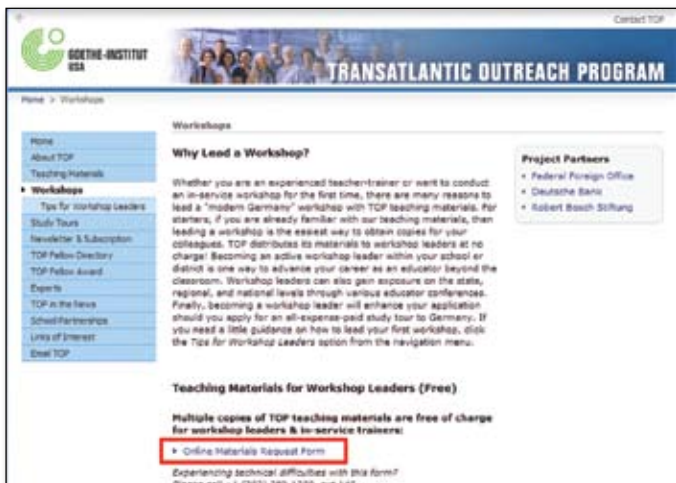
If you are planning to lead a workshop using complimentary “TOP” teaching materials, please follow the steps below:

!!!MATERIALS REQUEST MUST BE SENT 2-3 WEEKS PRIOR TO WORKSHOP DATE!!!

1. Using your preferred Internet Browser (Microsoft Internet Explorer, Mozilla Firefox, Apple Safari, etc.), browse to the TOP web site at <http://www.goethe.de/top>.
2. Once the TOP web site has completely loaded, select “Workshops” from the left-hand main menu.



3. Click on the Online Materials Request Form link under the “Teaching Materials for Workshop Leaders” section.



WHAT HAPPENS NEXT?

A confirmation e-mail containing attendance forms will be sent when materials successfully ship from the warehouse. Materials typically ship at least one week prior to the workshop date.

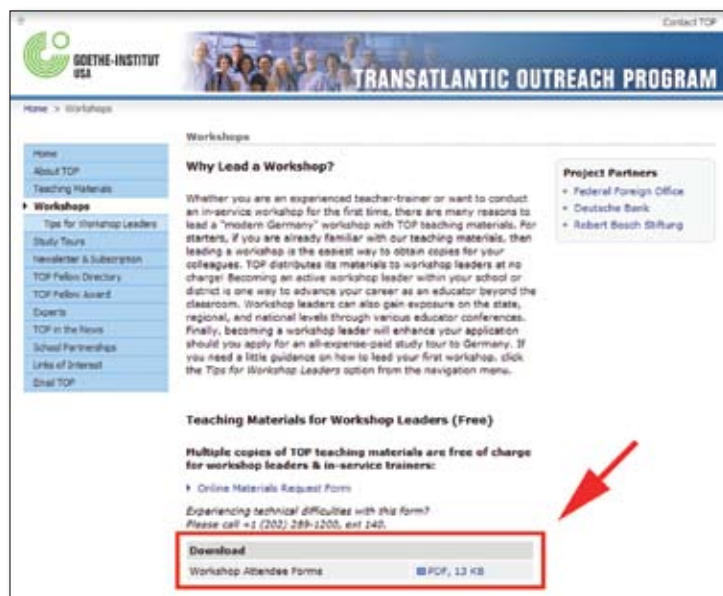
Following the presentation of your workshop, the completed attendance forms must be mailed to the following address:

Assistant TOP Coordinator
Goethe-Institut Washington
812 Seventh Street NW Washington, DC 20001

4. A new browser window (or browser tab) will open containing the Materials Request Form. Complete the form and click the “Submit” button.



5. Download the “Workshop Attendee Forms” PDF file. Be sure to collect workshop attendee information, and mail the completed forms back to TOP at the address below.



If you experience any technical difficulties with the online materials request form, please send an e-mail to top@washington.goethe.org. Please note that any and all information submitted to the Transatlantic Outreach Program in the form of materials requests or attendance information is subject to strict European Union privacy laws and will NOT be shared with unintended parties.



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Robert Bosch **Stiftung**