TOP | TRANSATLANTIC OUTREACH PROGRAM

HISTORY

PIRATES AND PUNKS:

WHEN DO YOUNG PEOPLE'S VOICES MATTER?

Middle School

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Pirates and Punks: When do young people's voices matter?

C3 Framework Indicator	**D2 History 3. 6-8:** Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.	
Staging the Compelling Question	Students will learn about youth resistance during World War II and the Cold War.	
Supporting Question 1	**Supporting Question 2**	**Supporting Question 3**
Who were the Edelweiss Pirates and the Ostpunks?	Why (& in what ways) did the Pirates and Punks resist?	How did others react to the actions of the Pirates and Punks?
Formative Performance Task	**Formative Performance Task**	**Formative Performance Task**
A Sensory Look into the Past	Why they resisted: A Read on Resister Sisters How they resisted: Who BE POPN'?	Fighting the Power
Featured Sources	**Featured Sources**	**Featured Sources**
Edelweiss Pirates OstPunks	Gertrud "Mucki" Kühlem Britta "Major" Bergman Flyer found by the Wuppertal Gestapo Scenario 1, Scenario 2, Scenario 3, Scenario 4, Scenario 5, Scenario 6, Scenario 7, Scenario 8	Gestapo - Düsseldorf Reports on EPs Gestapo - Intervention against hündische (EP) groups Stasi - Overview of Negative Youth Cultures Summons to Appear
Summative Performance Task	**Argument:** How should we remember resistance?	
	Extension: Create a memorial to the Ostpunks.	
Taking Informed Action: Using your voice to make change	**Understand:** I can take action in my community. Consider actions taken by the Pirates and Punks; identify which of those actions students can take now.	
	Assess: Here are the issues I believe in and can speak up about. Students make a list of five issues they care about. Share with a partner and narrow to one issue of focus.	
	Act: I will use my voice to take action. Using the list of Pirates/Punks actions that students could do today, create a plan for taking action for the identified issue.	

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Pirates and Punks

Target Grade Level: 8	Target Course: History

Inquiry Overview

Like many of the socially and politically active students of generation Z /generation Alpha that are populating classrooms across the globe today, there were youth in World War II and Cold War era Germany that also became active in resisting the policies and power structures under which they lived. Specifically, this inquiry focuses on not only how and why the Edelweiss Pirates of World War II and the Ost (East) Punks of East Germany resisted systems they objected to, but also how those systems reacted to youth resistance and impacted the lives of countless young people for decades to come. This inquiry asks students to use primary documents in the form of photographs, surveillance documents from secret police files, resistance flyers, musical lyrics and even graffiti to gain an understanding of the governmental and societal pressures that German youth were living under. Moreover, students are asked to both examine how these young people, who used their agency to initiate change, should be remembered or even memorialized. Students are also challenged to use their own agency to initiate the change they would like to see in the world today.

Teacher Background Information

The Edelweiss Pirates (EP) of the Second World war and the Ost Punks (OP) of Cold War East Germany had much in common. EPs did not want to join official state youth groups like the Hitler Youth (HY) or League of German Girls (LGG), participate in the militarization of their free time, they created their own style or “anti-uniforms” to distinguish themselves from the HY and LGG, they wrote their own lyrics to HY songs to protest and threaten the HY, they used graffiti and illegal flyers to denounce what was happening in their country and they committed acts of sabotage against the Nazi war efforts. The OPs did not join the official government youth group the Free German Youth (FGY), they created their own style(they were a constant protest- a riot of color in an otherwise gray landscape), they wrote and sang songs that were primal screams against the system and what it was doing to both people and the environment, they used graffiti and flyers to point out the flaws in the system, and they opposed the militarization of their school curriculum.

Overall, however, both the EPs and the OPs were most opposed to the fact that their futures had been planned out for them from cradle to grave without their consent, which can be seen clearly here on a Nazi era chart showing “The Way of the Conformist Citizen''. In East Germany there was no unemployment or homelessness. The Problem in East Germany wasn’t like that experienced by the British punks with “No Future”, but, as Planlos (“No Plan”) guitarist Kobs used to say, there was “Too Much Future”. Your whole life was planned out for you and if felt unbelievably stifling; there was no space to live outside of the system even express criticism of it.[1]

Because the youths of these two groups chose to follow their instincts toward creativity, civil rights, freedom of expression, association and thought they were labeled as criminals and subjected to loss of opportunity, harassment, surveillance, arrest, interrogation, beatings, torture and forced labor.

Overall, this inquiry is but a glimpse into these compelling histories of youth resistance and is designed to be a solid introduction to these two groups of brave young people who used their agency to take action against governments they saw as oppressive and illegitimate. Moreover, this unit could help students parlay what they learn about how these youths engaged systems they opposed as a springboard to not only a deeper dive into the Edelweiss Pirates and the Ost Punks, but also into creating their own action plans to be the change they wish to see in a world they are set to inherit.

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1 Mohr P. 40

Edelweiss Pirates

Ostpunks

Flowers in the Gutter, KR Gaddy, Burning Down the Haus, Tim Mohr

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Suggested Time Frame

Two to Three class periods

Concept List

- Second World War
- Cold War
- Hitler Youth (HY)
- League of German Girls (LGG)
- Free German Youth (FGY)
- Edelweiss Pirates (EP)
- Ost Punks (OP)

Instructional Resources

- Edelweiss Pirates
- Ostpunks
- Image 1
- Image 2
- Image 3
- Image 4
- T-Chart
- Getrud “Mucki” Kühlem
- Annotation Key
- Britta “Major” Bergman
- Annotation Key
- Flyer Found by the Wuppertal Gestapo
- Found Flyer
- EP Sensory Figure
- Ostpunk Sensory Figure
- Who Be Popn?
- Scenario 1 answer
- Scenario 2 answer
- Scenario 3 answer
- Scenario 4 answer
- Scenario 5 answer
- Scenario 6 answer
- Scenario 7 answer
- Scenario 8 answer
- Why Venn
- What Ways Venn
- Oh no, it’s the Gestapo
- Gestapo - While you read
- Stasi - Just the Facts
- Stasi - While you read
- Gestapo - Düsseldorf Reports on EPs
- Gestapo - Intervention against bündische (EP) groups
- Doing - Düsseldorf Documents
- Stasi - Overview of Negative Youth Cultures
- Office Stained Overview of Negative Youth Cultures
- Doing - Overview of Negative Youth Cultures
- Stasi - Summons to Appear
- Summons to Appear
- “Wait, We’re the Criminals?”

All non web based Resources are available for download from the TOP website

Introductory Activity

Inform students that in their groups they need to assemble full pictures from which the digital puzzles were made. Groups should be tasked with interacting with 1 to 4 photos depending on time available; groups could be assigned to the two Nazi-era photos or the two GDR photos or any combination chosen by the teacher or the students. All of the photos were taken in 20th century Germany and depict two distinct youth groups from each respective era. Once the students have assembled their respective photograph(s) they should write a description of what they see without making any interpretations. Next, have the students list any questions they have about the photo(s). Finally, show the whole class each photo with the groups that assembled them sharing their observations and questions with the class. Option: Allow the class to use the questions and observations to create a speculative interpretation of each photo to be called back in during the supporting question #1 activity.

Image 1, Image 2, Image 3, Image 4

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Supporting Question 1

Who were the Edelweiss Pirates and the Ostpunks?

Formative Performance Task 1

Divide the class into two groups. One group reads the introduction to the Edelweiss Pirates and the other reads the introduction to the Ostpunks. Each group identifies the place and time period, the characteristics of their youth group, and the people or organizations the youth were opposing and place them in the T-chart (download available).

In small mixed groups of Edelweiss Pirate and Ost Punk readers, students share their respective findings allowing all students to have completed charts.

Revisit the puzzle photographs and challenge the students to choose which German youth group is shown in each photo.

Option: Compare the class's speculative interpretations of the photos to the reality of each situation-Were the speculations close? What was it in each photo that helped or harmed the accuracy of the speculation?

Resources

Edelweiss Pirates introduction

Ostpunks introduction

Supporting Question 2

Why (& in what ways) did the Pirates and Punks resist?

Formative Performance Task 2.0

Why they Resisted - A Read on Real Resisters: Keeping the same groups, each group will annotate the story of a sister resister from their respective youth group: pirates or punks.

Each student then completes a Sensory Assessment of their youth group, to describe how the youth might have felt in the WWII era or the East Germany era.

Resources

Gertrud "Mucki" Kühlem

Annotation key

Britta 'Major" Bergman

Annotation key

Spotlight on Primary Documents:

Flyer found by the Wuppertal Gestapo

Doing- Found flyer

EP Sensory Figure

OstPunk Sensory Figure

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Formative Performance Task 2.5

How they Resisted - The “Who BE POPN’? activity.

After students complete the “Who BE POPN’?” activity, bring the full class together with annotated articles and completed T-Chart above. Hand out and have students complete the Venn diagrams concentrating on why & in what ways each group chose to resist their respective government power structure- Mucki/EP & Major/Ostpunks.

Resources

Who Be Popn?

Scenario 1 answer

Scenario 2 answer

Scenario 3 answer

Scenario 4 answer

Scenario 5 answer

Scenario 6 answer

Scenario 7 answer

Scenario 8 answer

Why Venn

What Ways Venn

Supporting Question 3

How did others react to the actions of the Pirates and Punks?

Formative Performance Task 3

Divide the class back into their Pirates/Gestapo and Punks/Stasi groups. One group reads the piece on the Gestapo and the other reads about the Stasi. Each group completes the “While you read” sheet with facts and thinking.

Resources

Oh no, it’s the Gestapo

Gestapo - While you read

Stasi- Just the Facts

Stasi-While you read

Scary in the Primary (Documents)-

Gestapo- Düsseldorf Reports on EPs

Gestapo- Intervention against bündische (EP) groups

Doing- Düsseldorf Documents

Stasi-Overview of Negative Youth Cultures

Office Stained Overview of Negative Youth Cultures

Doing- Overview of Negative Youth Cultures

Stasi- Summons to Appear Summons to Appear

Doing- Summons to Appear

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Summative Performance Task

Essay / Presentation	**How should we remember resistance?** Students read “Wait, We’re the Criminals?” and analyze images of memorials to the Edelweiss Pirates . Tell students that there are no memorials to the Ostpunks and discuss reasons why. Ask students to choose a focus on either the Pirates or the Punks, and finish these sentence stems as a final summative: • I think the impact of the Pirates/Punks’ resistance is... • I think the Pirates/Punks should be remembered by... • I think memorials to resistance by young people should...
Extension Option	Students create a memorial to the Ostpunks, using whichever creative medium they prefer. The memorial can include text, images, art, or media.

Taking Informed Action

Understand	*I can take action in my community.* The whole class makes a quick list of the types of actions taken by the Pirates and Punks. Circle three or four that students believe they could do now.
Assess	*Here are the issues I believe in and can take action about.* Students write down five issues that they care about that impact their lives and their community. Share the list with a partner. Choose one issue to focus on.
Act	*I will use my voice to take action.* Students think about the list of actions and the issue they identified. Create a plan to take action, and if there’s time, begin action steps in class.

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Modifications for Differentiation

There are a number of reading strategies included to focus students on the text. The number of entries on the T-Chart and Venn Diagrams can be regulated by the teacher based on student needs. The number of primary documents a student interacts with can also be regulated by the teacher. Text to talk services such as Natural Reader or Speechify could be used for students with reading challenges.

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Owatonna
Middle School
7th and 8th grade
Social Studies

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