

# **Workshop 7**

## **Europe**

### **Part 1. Berlin and Amsterdam**

### **Part 2. Strasbourg and the European Union**

The region of Europe, with its large urban population and many cultural mosaics united under the European Union, lends itself to an investigation of the geography of cities and supranationalism. This workshop examines the positive and negative aspects of both in a European context, asking “What makes a city successful?” and “Is supranationalism economically effective?”

# Before You Watch

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Before viewing the video programs for **Workshop 7: Europe**, please read the Video Program Overviews below—paying close attention to the Questions To Consider—and the descriptions of the standards featured in this workshop (listed below). Those descriptions can be found in the Appendix of this guide.

These readings provide background on the geographic and pedagogical issues addressed in this workshop. We encourage you to read *Geography for Life* in its entirety as you move through the workshops. It contains further background on the National Standards and their development, numerous examples and rich illustrations aiding interpretation, valuable tools for strengthening and developing lessons, and additional insight into geography's significance in our daily lives.

Also, prior to the workshop, you should explore the associated Key Maps and Interactive Activities on the *Teaching Geography* Web site:

[www.learner.org/channel/workshops/geography](http://www.learner.org/channel/workshops/geography).

## The National Geography Standards for Workshop 7

The National Geography Standards highlighted in this workshop include Standards 6, 10, 11, 13, 17 and 18. Read the descriptions of the appropriate standards found in the Appendix, on the workshop Web site, or in their complete form in Chapter 4 of *Geography for Life*. You can find supplemental materials in the Resources at the end of this workshop chapter.

## Video Program Overviews

### Part 1. Berlin and Amsterdam: City Rebirth and Growth

In 1989, the destruction of the Berlin Wall paved the way for the reunification of East and West Germany after more than 40 years of antagonism. The wall not only divided a country, but provided a concrete symbol for East-West opposition throughout Europe during the Cold War. Since the Wall came down, though, Berlin has struggled to define itself as a reunified city.

In this case study, we visit the neighborhoods of Kurfurstendamm, Kreuzberg, and Friedrichshain, as well as Potsdamer Platz, in order to examine the process of Germany's reunification and growth. We see that, in addition to the significant commercial features of reunification, there have been tremendous political developments as well. Germany moved its capital from Bonn back to Berlin; they have also refurbished the Reichstag. In these ways, German officials are forging the way for this undivided city to symbolize not only the integration of East and West Germany, but also the shared interests of a more unified Europe.

Paired with this case study is a classroom segment on Amsterdam. Craig Cogswell's high school students create brochures encouraging economic development and write letters addressing various problems in that city. In so doing, his students come to understand various aspects of urban organization in a European context.

### Objectives

Participants will be able to:

- identify how culture shapes a region's character;
- explain how geography can be used to understand the present and plan for the future; and
- describe how inquiry learning can be used to promote student understanding of complex features of urban centers.

# Before You Watch, cont'd.

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## **Questions To Consider**

1. How have human systems contributed to Berlin's success and difficulties as a present-day urban center?
2. How will Berlin's location influence its future development as a political and economic center of activity in Europe?
3. How does the teacher Craig Cogswell use the steps of inquiry learning to develop student understanding of Denver and Amsterdam as urban centers?

**Featured Educator: Mr. Craig Cogswell**, 11th- and 12th-grade world geography teacher, Westminster High School, Westminster, Colorado.

## **Part 2. Strasbourg and the European Union: Supranationalism in Europe and Beyond**

Why is the city of Strasbourg such a strong contender to become the capital of a more politically unified Europe? The answer lies in the symbolic significance of Strasbourg's location and history. Literally meaning "city of the roads that cross," Strasbourg serves as an intersection for roads leading west to Atlantic Europe, east to Central Europe, north to Great Britain, and south to the Mediterranean world. Further, Strasbourg's location on the Rhine River between two of Europe's strongest historical rivals—France and Germany—provides the means to showcase both cultures. Cultural integration was furthered in January 1993 when the European Union agreed to allow citizens free circulation between its member countries, negating the need for border stops and reducing customs checks.

In addition to its cultural duality, Strasbourg's political role as home to the Council of Europe and European Court of Human Rights has further social and economic implications for its residents. As European supranationalism expands and Strasbourg's role in the European Union evolves, its inhabitants must re-examine their identity in a multi-layered context—French, German, European.

This case study is followed by a lively debate among Andy Aiken's AP Human Geography students as they discuss the merits of trade alliances such as the European Union and North American Free Trade Agreement (NAFTA). In this classroom, we see that open discussion encourages students to take a stand and articulate geographic issues.

## **Objectives**

Participants will be able to:

- analyze organizations that transcend national boundaries to determine their social, political, and economic impact;
- explain why places and regions are important to individual human identity and as symbols for unifying or fragmenting society; and
- explain how an inquiry approach can promote the critical thinking and problem-solving skills necessary for the AP curriculum.

## **Questions To Consider**

1. How have changing economic and political systems in Europe contributed to Strasbourg's important role in the region's future?
2. What part does Strasbourg's geographic location play in shaping its role in the European Union?
3. How has culture played a positive and/or negative role in shaping the economic and political past, present, and future of the region?
4. What pedagogical skills does teacher Andy Aiken use to promote student critical thinking and problem solving while examining the effects of supranationalism?

**Featured Educator: Mr. Andy Aiken**, 10th- through 12th-grade AP human geography teacher, Boulder High School, Boulder, Colorado.

# Workshop Session

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The video program for **Workshop 7: Europe** includes two parts, each containing a geography case study, classroom segment, regional and human geography commentary, and pedagogical commentary. This guide provides pre- and post-video activities, as well as questions to consider while watching the program. Follow the approximate timelines on the grid below, depending on the length of your workshop session and whether you are watching a real-time broadcast or a videotape.

**Viewing Real-Time Broadcast (Two-Hour Session):** Watch the full program, then do each of the activities.

**Viewing Videotapes (One Two-Hour or Two One-Hour Sessions):** Watch each video segment listed below, then do the related activity. If you can only meet for an hour, do Part 1 as one session and Part 2 as another. Please complete Part 1 before doing Part 2.

<b>All times are approximate</b>	<b>VIEWING REAL-TIME BROADCAST</b> Watch the full program, then do each of the activities below.	<b>VIEWING VIDEOTAPES</b> Watch each video segment listed below, pausing after each one to do the related activity.
<b>Watch Full Program</b>	58 minutes	
<b>Do Getting Ready 1: A Wall in Your Town</b>	15 minutes	15 minutes
<b>Watch Europe Part 1:</b> Berlin and Amsterdam: City Rebirth and Growth		29 minutes
<b>Do Going Further 1: Berlin Inquiry</b>	15 minutes	15 minutes
<b>Do Getting Ready 2: European Stability</b>	15 minutes	15 minutes
<b>Watch Europe Part 2:</b> Strasbourg and the European Union: Supranationalism in Europe and Beyond		29 minutes
<b>Do Going Further 2: Debating Debate</b>	15 minutes	15 minutes

**Note:** Readings are not included here. These should be completed prior to the workshop session. See Before You Watch for more information.

# Workshop Session, cont'd.

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## Part 1. Berlin and Amsterdam: City Rebirth and Growth

### Getting Ready 1: A Wall in Your Town (15 minutes)

Your town has just been divided in two with a wall. Look at where your home is relative to the dividing line. Begin by taking **five minutes** to jot down some answers to the following questions. Then spend the remaining **10 minutes** discussing your answers as a group.

- How would this wall affect your daily life? (shopping, employment, visiting friends and family, sports, entertainment, worship, etc.)
- Can your part of town survive economically if cut off from the other side? Why or why not? What resources does your side have or lack?
- What cultural changes might occur over time, based on the wall's location? (segregation of a particular group, elevation of a group due to resource access, closer identification with a nearby state other than the one in which your town is located, etc?)

**Site Leader:** This exercise requires a map of your town. Prior to the workshop, please get a large map of your town (usually available from Chambers of Commerce), and arbitrarily divide the town in half, indicating a wall or border splitting the town with a thick red line. Lay the map out on the table or post on the wall so that everyone can see it. During the activity, keep everyone to five minutes for the first half and moderate the discussion for the remaining 10 minutes.

### Watch Part 1. Berlin and Amsterdam: City Rebirth and Growth (30 minutes)

#### Questions To Consider

1. How have human systems contributed to Berlin's success and difficulties as a present-day urban center?
2. How will Berlin's location influence its future development as a political and economic center of activity in Europe?
3. How does the teacher Craig Cogswell use the steps of inquiry learning to develop student understanding of Denver and Amsterdam as urban centers?

### Going Further 1: Berlin Inquiry (15 minutes)

Craig Cogswell uses the five geographic skills of the inquiry process to develop a comparative perspective on urban life in Denver and Amsterdam. As a group, discuss how you might introduce the study of Berlin as an urban center using the inquiry approach. What would be your primary question? How would you assess the results of your teaching?

**Site Leader:** Please facilitate group discussion.

# Workshop Session, cont'd.

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## Part 2. Strasbourg and the European Union: Supranationalism in Europe and Beyond

### Getting Ready 2: European Stability (15 minutes)

Examine a map of Europe. As a group, discuss which nations have been most critical to the economic, political, and social stability of this region, past and present.

**Site Leader:** This activity involves analyzing a map of Europe. Please be sure everyone has a map or that there is a wall map that all can see. Discuss the topic as a large group.



# Workshop Session, cont'd.

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## Watch Part 2: Strasbourg and the European Union: Supranationalism in Europe and Beyond (30 minutes)

### Questions To Consider

1. How have changing economic and political systems in Europe contributed to Strasbourg's important role in the region's future?
2. What part does Strasbourg's geographic location play in shaping its role in the European Union?
3. How has culture played a positive and/or negative role in shaping the economic and political past, present, and future of the region?
4. What pedagogical skills does teacher Andy Aiken use to promote student critical thinking and problem solving while examining the effects of supranationalism?

### Going Further 2: Debating Debate (15 minutes)

Andy Aiken cites research showing that student learning improves when they are actively engaged in solving real problems. In a group discussion, answer the following questions:

**Site Leader:** Discuss the questions in a large group.

- How could this approach to teaching make "covering the curriculum" more difficult?
- More effective?
- For which lessons from your own classes might such engaged debate work well?

## Featured Lesson Plan

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Go to the workshop Web site for the lesson plans upon which the video classroom segments were based: **European Cities**, contributed by Craig Cogswell and **European Integration? European Union Membership Activity**, contributed by Andy Aiken (developed by Andy Aiken and Jim Doerner.) Please note that not all material covered by the lesson plans was presented in the video segment.

*Teaching Geography* Web site: [www.learner.org/channel/workshops/geography](http://www.learner.org/channel/workshops/geography)

# Resources

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## Print Resources

*Geography for Life: The National Geography Standards, 1994*, (1994), National Geographic Society, Standards 6, 10, 11, 13, 17, and 18.

*Journal for Staff Development*, (Fall 2000), "Peak Experience," by Robert Garmstron, pp. 58-64.

*Journal of Geography*, (August 2000), "Cultural Patterns and Processes in Advanced Placement Human Geography," pp. 111-119.

*Journal of Geography*, ( August 2000 ), "Cities and Urban Land Use in Advanced Placement Geography," pp. 153-168.

*NEA Journal*, (May 1969), "Check Your Inquiry Teaching Techniques," Mary Sugrue and Jo A. Sweeney, pp. 43-46.

*Social Education*, (March 1997), "Using the Geographic Perspective To Enrich History," Sarah Bednarz, pp. 139-143.

*Educational Leadership*, (January 1983) "The Art and Craft of Teaching," Elliot Eisner, pp. 6-13.

*The Case for Constructivist Classrooms*, (1993), ASCD, Jacqueline and Martin Brooks, 128 pp.

*Educational Leadership*, (November 1999), "The Many Faces of Constructivism," David Perkins, pp. 6-13.

## Web Resources

### **Report: The Berlin Wall: Ten Years After**

<http://www.time.com/time/daily/special/berlin/index.html>

Includes photos, news updates, and links to other resources.

### **Amsterdam**

<http://www.visitamsterdam.nl/>

Guide for Amsterdam tourism and travel.

### **SimCity**

<http://www.simcity.com/>

SimCity is a game in which players plan cities. Play and chat online through this Web site.

### **The European Union**

[http://europa.eu.int/index\\_en.htm](http://europa.eu.int/index_en.htm)

### **The North American Free Trade Agreement (NAFTA)**

<http://www.fas.usda.gov/itp/policy/nafta/nafta.html>

This Web site offers information on NAFTA and a link to the entire agreement.

### **The Council of Europe**

<http://www.coe.int/>

### **Article: "Walter Schwimmer: Berlin Wall Is Still To Be Brought Down in People's Minds"**

[http://press.coe.int/cp/2001/582a\(2001\).htm](http://press.coe.int/cp/2001/582a(2001).htm)

# Resources, cont'd.

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## Curriculum Resources

*World Cultures Curriculum Kit: The Material World, Families Around the World*, (2000), Poster Education, Item 10-6342, at [Postereducation.com](http://Postereducation.com).

*Journal of Geography*, (Sept/Oct 2000), "Teaching Social Justice: Reviving Geography's Neglected Tradition," Christopher Merrett, pp. 202-218.

### **The Berlin Wall System**

<http://tlc.discovery.com/tlcpages/escape/interactive.html>  
Berlin Wall interactive activity.

### **Newseum: The Berlin Wall**

<http://www.newseum.org/berlinwall/index.htm>  
Includes "Two Sides, One Story," a presentation about news transmission on either side of the wall.

### **Lesson Plan—Industry: Where and Why?**

<http://fga.freac.fsu.edu/academy/eurprob.htm#activity2>  
Using a series of maps of Europe, students investigate the relationship between major industrial centers and population centers.

### **Lesson Plan—Mock Environmental Summit**

<http://fga.freac.fsu.edu/academy/eurprob.htm#activity6>  
In this activity, students simulate an environmental summit, using pertinent data they have collected about Europe. Along the way they will also observe the difficulties involved in solving environmental problems while maintaining a global consensus.

### **Lesson Plan—The Euro or the European Monetary Unit**

<http://www.coe.ilstu.edu/iga/MAKEuro.htm>  
In this lesson, students analyze the benefits that one large European Union has over smaller individual countries and the effect the Euro will have on Western Europe.

### **Lesson Plan—The European Union: A Political Model for the Next Millennium?**

[http://lessonplanet.teacherwebtools.com/search/redirect?lpid=6816&mfcoun=2&mfkw=european\\_union&startval=0](http://lessonplanet.teacherwebtools.com/search/redirect?lpid=6816&mfcoun=2&mfkw=european_union&startval=0)  
In order to view this lesson plan, you must first join Education Planet. Membership is free and includes access to their database of lesson plans. In this lesson, students are first introduced to the European Union and then assume the roles of member nations in a cooperative problem-solving exercise.

# Notes

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