

Wo? Prenzlauer Berg



Beyond the Tourists' Berlin
Classroom Lesson Plans

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Activity 1: Prenzlauer Berg Demographics

1. Students will read a small text about the demographics of Prenzlauer Berg.
2. Students will answer a few questions about the text.
3. Students will translate the highlighted words from the text and then choose 4 words from the list and write a few sentences using the new words to describe their hometown or favorite city then will compare/discuss the answers with a partner.

Activity 2: Student Created Google Tour of Prenzlauer Berg

Instructions:

Part I- Prep

1. Students work in pairs or individually and choose a building, park, memorial, cafe etc. in Prenzlauer Berg.
2. Students write a description of their location and add it to the class Google Tour.
3. Student create a representation of their location, could be done w/ clay, poster board, legos, PowerPoint, Prezi, etc.

Part II- Presentation

1. Students order themselves in a logical order for a foot/bike tour (i.e. all students w/ locations on Schönhäuser Allee are grouped together).
2. Students present their descriptions to the class. Optional: Students present the tour to German II/III students.

Link(s):

- [Rubric](#)
- [Example Google Tour of Prenzlauer Berg](#)

Activity 3: Sights Matching Activity

1. Students will match the place/monument name and description with the correct picture.

Links

- [Worksheet](#)

Activity 4: Review Sites of Prenzlauer Berg

Instructions:

Game Show Style Review

1. Divide students into 2 teams.
2. Bring one student from each team to the front of the class. Read the descriptions of one location in Prenzlauer Berg one at a time.
3. As soon as students recognize the name of the location they should raise their hand/ring a bell/ hit a buzzer.
4. If student is correct, they get a point for their team.

Modifications:

- Hold up photos of the locations to help students.
- Have students write their own descriptions of the location to use as clues.
- Have a student act as the Spielmeister/in

Link(s):

- [Cards with hints and photos](#)

Unit 2 Plans- History

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Activity 1: Walk Through the Jüdischer Friedhof

Instructions:

1. Students each pick a person buried in the Jüdischer Friedhof Schönhauser Allee.
2. Students research the person and write a eulogy.
3. Students construct cereal box sized tombstones for their person.
4. Students present in class. Have students take shifts walking around the class looking at each other's work and asking questions.

Link(s):

- [Rubric](#)
- [Help for how to write a Trauerrede, includes steps and an example](#)
- [List of people buried at the Jüdischer Friedhof](#)

Activity 2: “Vorm Soja-Chai-Latte war hier noch Punk”

Instructions:

1. As homework a few days before have students study the vocabulary words to help them understand the article. Optional matching quiz and Kahoot! game included to motivate students to study.
2. The night before assigning this article, have students read articles in English to help them understand some references made in the article.
3. Before passing out article, pass out KWL sheet. Have students brainstorm everything they know about Prenzlauer Berg and then share with a friend.
4. Students are divided into groups 1, 2, and 3 and assigned one page of the article to read. As students read, they should make notes and fill in the L column of the KWL sheet as well as the questions to aid comprehension. Students may read and discuss in partners or alone.
5. Give students a few minutes to fill out the W column of the KWL for what they would still like to learn.
6. Rearrange students so they are now in groups of three with 1 person from each reading group. Students should summarize their portion of the article and then discuss the article in a large group. Use KWLs to guide discussion.

Activity 2: “Vorm Soja-Chai-Latte war hier noch Punk”

Suggested division of reading:

Page 1: Difficult, for students who are ready for a challenge.

Page 2: Moderate, for students in the middle.

Page 3: Easy, for students who need to build confidence.

Extensions:

- The article mentions many addresses in Prenzlauer Berg. Use Google Tour to visit these places and discuss. Have they changed from their 70-80s descriptions?

Link(s):

- [Vocabulary](#)
- [Matching Quiz](#)
- [Kahoot! Review Game for Vocab](#)
- [Questions for Comprehension](#)
- [“Vorm Soja-Chai-Latte war hier noch Punk” article](#)
- [KWL](#)
- [Google Tour w/ addresses from article](#)
- English Readings
 - [Voter Fraud Protests](#)
 - [Squatter Culture Berlin](#)
 - [Youtube “50 Shades of German-Berlinerisch”](#)

Activity 3: Berlin Zeitreise

Instructions:

1. Begin with a class discussion about how where you grow up influences who you are.
2. Split the class in half: ½ East Berliners ½ West Berliners.
 - a. Next divide students into sub-groups for each decade 60s, 70s, and 80s.
3. Students research the youth culture of their respective time and place. Students can use ZeitKlicks for most of the research.
4. Students create a report on the lives of young people in their respective decade and place and then present to the class.
5. Between reports of the BDR and DDR per decade have students verbally compare.

Link(s):

- [Questions for Class Discussion](#)
- [Zeitklicks.de](#)
 - Students can do their research using this website. They can choose a time period and country by clicking on the left arrow and then choose a topic on the green bar at the top.
- [Scoring Guide for Presentations](#)

Activity 4 (History overview): Geschichte des Prenzlauer Bergs

Students will read the [text](#), translate the vocab words, and answer the comprehension questions.

Unit 3 Plans- People of Prenzlauer Berg

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Activity 1: Current Events

Instructions:

1. Students must find 1 current event article from Prenzlauer Berg. Must have been written within the past year. The event could relate to politics, pop culture, sports, or from the police blotter. Only rule is the article must be interesting to the student.

1. Students sit in a large circle as a class and summarize their article.

Link(s):

- News websites for students
 - [Zeit Online](#)
 - [Berliner Zeitung](#)
- [Scoring Guide](#)

Activity 2: Humans of Prenzlauer Berg

Instructions:

As a class students will create a booklet of collections similar to the “Humans of New York” blog.

1. Assign groups students clips from the film “Unter deutschen Dächern”
2. Students work in roles notetaker, editor, fact checker, and to create a submission.
3. Teacher assembles submissions in binder; display in classroom for other students to read.

Link(s):

- [List of people featured](#)
 - Includes timestamps for when specific people are featured in the video
 - *denotes difficulty to understand for German learners. * = Easy ***** = Very difficult
- [Film](#): Unter deutschen Dächern-Prenzlauer Berg
- [Assignment Rubric](#)

Activity 3: Artist Interviews

1. Each student picks an artist who has lived in Prenzlauer Berg. Use the “Vorm Soja-Chai-Latte” and the Prenzlauer Berg wiki page to help students find a person.
2. Students research their selected artist and create a list of 25 interview questions to ask other students about their chosen PB celebrity.
3. Day 1: On day one half the students will assume the role of their chosen artist on an interview panel. The other half of the class will be reporters and must ask their prepared questions. One student will be chosen at random from the reporters to act as the facilitator. Arrange desks accordingly.
4. The facilitator makes opening and closing comments for the interview and walks around with a microphone making sure each student gets a chance to ask their questions and every celebrity is asked 5 questions.
5. The teacher video tapes the session so students can later review their own performances.
6. Day 2: Students switch roles. Another student is chosen to facilitate.
7. Day 3: Student review their performances. Students will use the same rubric as the teacher to rate their comments.

Activity 3: Artist Interviews

Modifications/Extensions:

- Have students vote on a name for the talk show.
- Encourage students to dress the part by offering extra credit.
- If students are apprehensive about the randomly selected facilitator, ask for a volunteer, pick a particularly outgoing student or offer extra credit for the role.

Link (s):

- [Rubric and Scoring Guide](#)
- [Prenzlauer Berg Wiki](#)
- [“Vorm Soja-Chai-Latte” Article](#)

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Activity 1: Prenzlauer Berg Then & Now

Instructions:

1. Show students the before pictures of Prenzlauer Berg one at a time. Have students note what they see.
2. Discussion: Tell students to turn to a partner and guess what the after photo will look like. How different? What type of business might have taken the older building's place? What will the people in the after photo look like? Then bring discussion into large group.

Link(s):

- [Tagesspiegel](#)
 - Provides photos of Prenzlauer Berg from 1980s-2000s with photos from 2010s.

Activity 2: Herbstlaube Article + Discussion Questions

Link(s):

- [Die letzten Alten von Prenzlauer Berg](#)
- [Vocabulary](#)
- [Worksheet](#)

Instructions:

1. Give students vocabulary a few days ahead of time to study so they can read the article more easily.
2. Students read “Die letzten Alten” article and answer questions with a partner on worksheet.
3. Discuss opinion questions in class.

Activity 3: Schwabenhass and Stereotypes

Instructions:

1. For background information, have students read the *Der Spiegel* article on Swabians in Prenzlauer Berg as homework.
2. Students read list of ways to detect Swabians in Berlin.
3. Have students brainstorm the groups they belong to- could be ethnic, social, racial-anything.
4. Students choose one group and write a list of 10 stereotypes attached to that group and explanations.
5. Student share in class with a partner and discuss. Are stereotypes accurate? Are stereotypes harmful even when they are positive?

Link(s):

- [Der Spiegel: Swabian Invasion](#)
- [14 Merkmalen, an denen Sie Schwaben in Berlin erkennen können](#)
- [Scoring Guide](#)

Activity 4: Socratic Seminar-Gentrification

Instructions:

1. Students read “Was Gentrifizierung wirklich ist” with worksheet.
2. Students read “Sozialer Wandel in Berlin”.
3. Students write 4 questions for the texts. These should be Level 2-3 questions (Costas Handout).
4. Teacher selects which questions students will debate.
5. Students sit in a circle and debate answers to questions.

Link(s):

- [Was Gentrifizierung Wirklich Ist](#)
 - [Worksheet with Vocabulary](#)
- [Sozialer Wandel in Berlin](#)
- [Costas Handout](#)
- [Rubric](#)

Activity 5: 24 hrs in Prenzlauer Berg

Instructions:

1. Students plan 24 hrs in Prenzlauer Berg.
2. Students must have a minimum of 8 activities planned for the day. One of these activities must relate to Prenzlauer Berg's past as a former GDR neighborhood or its gentrification.
3. Each activity should have a short explanation for why the student is interested in visiting.
4. Informal discussion- What have they learned over the unit? How are these plans different from the initial tour they created for German II/III?

Link(s):

- [Scoring Guide](#)