

Goals
 You understand what it was like to grow up in a divided Germany.
 You understand how youth who grew up in each of the two Germanies viewed the other. You can discuss content from the panel discussion.

Language Goals
 You can understand reports about the experiences of those who lived in a divided Germany. You can create a presentation and understand others' presentations.

INTERVIEW WITH WITNESSES


Between 1949 and 1990, there were two German states. By listening to a virtual podium discussion, you will learn about how young people felt about their lives in each of these states in the 1980s and hear about their experiences there.



Afterwards, you will form a group with students from the partner class and discuss what you learned.

YOUR ASSIGNMENTS

1  What do you know about the GDR (German Democratic Republic - East Germany) and the FRG (Federal Republic of Germany - West Germany)? **Jot down some facts.**

2  Discuss your thoughts from Assignment 1 with the other students in your class. **Take note of five of your peers' most interesting facts and research them online. Record your findings below.**

Example: *I read/heard that in the GDR, people could not buy very much.*

INTERVIEW WITH WITNESSES

3 

Consider: Which questions would you ask a woman from the FRG? From the GDR?
Record five questions here.

4 

You will now hear a student-led interview in which two women who grew up on opposite sides of the divided Germany will discuss their upbringings. Today, both women live in the United States.

Here is a link to the panel discussion, “Growing up in Germany: East/West” and further information: <https://www.goethe.de/ins/us/en/spr/unt/mat/uni/you.html>



Participants: *Sofia Sepulveda-Pizarro* (East Brunswick High School, NJ), *Luiza Vazquez* (Mt. Lebanon High School, PA), *Fox Rifenberg-Stempel* (Shaker High School, NY), and *Bert Mocklebust* (Mahopac High School, NY) engage in a rich conversation with *Diana Erinna* and *Natalie Bormann* about their experiences growing up around the same time, but on opposite sides of the border.

INTERVIEW WITH WITNESSES

CONTINUED

4 

**(a) Now watch the panel discussion. Which topics do the women discuss in-depth?
Leave a check beside the relevant topics.**

- | | |
|-------------------------|--|
| Visiting West Germany | Sports Class |
| Visiting East Germany | Dresden |
| Free time with Friends | Leipzig |
| Career Goals | Self-Determination |
| Consumerism | Bombing during the War |
| Escape | Secret Police |
| Thinking about Escaping | Coded Language |
| Visits from Clubs | The Soviet Union |
| Resistance | Women's Appearance in the Soviet Union |
| History Class | Learning from the Past |

(b) Did the three students ask similar questions to the ones you created? YES NO

5 

**Note down 5-10 topics which you found especially interesting.
Record why these topics caught your interest and any associated keywords.**

Statements from Diana Erinna

Statements from Natalie Bormann

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INTERVIEW WITH WITNESSES

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For the German Students:

Watch the video again and take notes on the vocabulary and grammatical structures:

Vocabulary

Important Structures

For the American Students:

Search for ten key terms from the discussion and translate them into German.

English Term or Phrase

German Translation

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INTERVIEW WITH WITNESSES



In groups, discuss the panel. Talk about your notes and how they differ from your classmates'. Record any key points and words.



As a group, you will all now prepare a presentation for a group from the partner class. Summarize the aspects of the panel that you all found interesting and your reflections on them. Here are some questions your presentation might answer:

- What did you learn from the panel discussion?
What had you heard about before? Where had you heard it?
- What would you like to learn more about?
- Is there a part of the conversation you keep going over in your head?
- Could you imagine fleeing from the GDR?
- Make sure your presentation includes at least one question to ask the students in the partner group.



Meet with a group from the partner class over video chat and take turns presenting. Take notes during the partner group's presentation. Be sure to ask your peers the questions you prepared. Afterwards, discuss the similarities and differences between your presentations.