

## **Berlin During World War II**

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Fighting when there is no hope of victory is not mad; it is the deepest wisdom, beyond the comprehension of timorous leaders who look into the book and decide all is lost. It is wisdom because courage achieves the impossible. Boldness driven by energy knows no barrier. War cannot be fought without sore loss. But any sacrifice today is a small loss compared to a nation enslaved tomorrow.

- Lieutenant Commander Ernest N. Eller (1985)

What I want to urge is that all men, common and uncommon, great and small. . . have been profoundly and unceasingly influenced by war. Our literature, our art and our architecture are stamped with the vestiges of war. Our very language has a thousand bellicose words and phrases woven into its fabric. And our material destinies, our social life and habits, our industry and trade, have assumed their present forms and characteristics largely as the results of war. . . We are, all of us, indeed, the heir of many wars.

- Cyril B. Falls

### **INTRODUCTION**

In July of 1978, I boarded a plane headed for Berlin, Germany. I had recently been commissioned as a Second Lieutenant in the army with the responsibility of being a platoon leader for a rifle platoon. I knew very little about Germany and even less about Berlin. Yes, I had heard about Berlin during my history classes, but during that time I paid very little attention to my history teacher.

When my plane landed, I noticed that there was something very different about this country. I could see the wall that encircled the city but I had very little knowledge about the wall and why it was there. I also noticed that on one side of the wall was a thriving city where everyone drove BMWs and Mercedes Benzes, including the taxi drivers, but on the other side of the wall it looked like a ghetto and most of the people drove around in Hugos (small compact cars).

During my tenure in Berlin, I learned about the war in Berlin. I learned that because of the mass exodus of refugees from East Berlin to West Berlin and because of their dissatisfaction with the economic and political conditions, barbed wire and antitank obstacles were put in place to prevent this exodus. Eventually a concrete wall four meters high was constructed. This wall cut through 192 streets, 97 of them leading to East Berlin and 95 into East Germany (Artist for Freedom).

If someone had told me that at the age of 22 I would be in charge of a convoy with over 50 military vehicles and a multinational force consisting of the French, British, and Americans forces, I would not have believed them. I had to lead this convoy 105 miles through numerous Soviet checkpoints, with the knowledge that if I made a mistake and took a wrong turn, it could turn into an international incident or possibly start a world war.

This is part of my motivation for choosing this subject. I want my students to understand the importance of learning history and geography. I want them to be aware of the fact that regardless of your status or background as a student, you could find yourself in a situation just like mine. Politics or international affairs might not be important to you as a student today, but in the future, your career or life could depend on this knowledge.

I teach Junior Reserve Officers' Training Corps (JROTC) and social studies at Jack Yates High School, grades nine through 12. Yates has approximately 1400 students, of which 91% are African American, 8% are Hispanic, and 1% is Asian and "other." The typical profile of our students can be described as low-income, inner city, single-parent households—with parents/guardians who have little or no post-secondary education and are earning \$20,000 or less per year.

My unit is intended to help students understand what happened in Berlin during and after the war. As a JROTC instructor, I am required to teach the cadets 15 hours of military history. Next year, I will utilize the JROTC program of instructions (the four-phase lesson plan) to teach my students the significance of what happened in Berlin during World War II. I want them to understand how Berlin's population went from 4,340,000 to 2,800,000. The continuous bombing of Berlin almost destroyed this beautiful city. The rubble in Berlin amounted to about one sixth of the rubble of the entire war. I am sure if I asked my students to describe how Berlin is divided and why, I do not believe that one of my students in all eight class periods could answer the question correctly. My students could very well end up living in Berlin just as I did thirty years ago.

Students will also learn why it was necessary to have a Berlin Airlift. The *Encyclopedia Americana International Edition* states that from the beginning of the occupation, Russia and the Western Allies clashed about governing powers for Berlin (437). On October 20, 1946, Berlin held its first free election since 1933. Ernest Reuters of the Social Democratic party was elected Mayor. The Russians claimed he was "anti-Soviet" and vetoed his election. A deputy mayor conducted the city's affairs until December 1948. On June 24, 1948, Russia blocked all rail, water, and highway routes through East Germany. My students will gain an understanding of how the Allies dealt with this situation.

Students will also learn who the leaders were during this time and what role they played during the War in Berlin. We will actually set up the Kommandatura (council) that was used to govern Berlin. By doing this, the students will gain greater insight into the personalities of key leaders. They will reenact what happened after the war and what the impact was. Other key leaders that will be looked at are Hitler, De Gaulle, Roosevelt, Churchill, and Stalin.

## **BERLIN**

Berlin is Germany's largest city and an important industrial center. Before World War II (1939-1945), Berlin was the capital of all Germany. World War II nearly destroyed Berlin. From 1940 to 1945, Allied bombers attacked the city. When the war ended in 1945, about one third of the city had been destroyed. The allies set up a council called the Kommandatura consisting of Russia, the United States, France, and Britain. This council was to decide the type of government that would run Berlin. Numerous events occurred that prevented the council from working as a team (*Encyclopedia Americana* 436).

## **THE BERLIN AIRLIFT**

The Berlin Airlift was an air supply operation mounted by the United States, Britain, and France from 1948-1949 to counter a Soviet Blockade of the western sector of Berlin.

After World War II, Berlin was an island city in the Russian zone of occupied Germany. A four-power agreement guaranteed access to and from the three western Allied zones of Germany including use of three 20-mile wide air corridors. Early in 1948, the Soviet Union began hampering surface traffic to the western sector of Berlin. A complete shutdown of roads, rail, and waterway occurred on June 24, 1948. The United States responded swiftly. On June 26, the Air Force was directed to use all available C-47 transports to airlift 80 tons of food medicine to West Berlin. By mid July, some 150 airplanes were transporting 1,500 tons of supplies daily (*Encyclopedia Americana* 598).

The Soviets raised the blockade on May 12, 1948. The airlift continued, however, until reserve stocks in West Berlin were satisfactory. The last airlift C-54 flew from Rhein-Main to Templehof on September 30, 1949.

## **KEY LEADERS DURING THE WAR**

Students will read about the lives of Franklin Delano Roosevelt, Sir Winston Churchill, Adolph Hitler, Charles De Gaulle, and Joseph Stalin. They will be required to attempt to understand how each rose to power to become heads of the most powerful countries in the world during the World War II era. Students will cite the parallels of their lives and the contrast between them. They will also be required to look up speeches given by each of them and interpret what their intent was.

## **Franklin Delano Roosevelt**

Franklin Delano Roosevelt (1882-1945) was president from 1933-1945. His father, James Roosevelt, was a wealthy landowner and railroad vice president. Everyone had strong feelings about FDR during his 12 years as president. Many hated him; they thought he destroyed the country and the American way of life. But most people loved him; they believed he was a great president, truly interested in people.

Roosevelt became president in 1933. The United States was then in the grip of a worldwide business depression. Millions of people had no work and no money. Roosevelt used his power to create jobs and to help those who needed help. To do this he had to change the government's part in national life.

He was a great leader. During World War II he was the real commander-in-chief of the American armed forces. He took charge of the industrial might of the country. He played a major part in setting up the United Nations. He died on April 12, 1945. (*Encyclopedia Americana*).

## **Sir Winston Churchill**

Sir Winston Churchill was born on November 30, 1874, at Blenheim Palace, the famous palace near Oxford built by the nation for John Churchill, 1<sup>st</sup> Duke of Marlborough, the greatest soldier. Winston Churchill was English on his father's side and American on his mother's side.

On January 23, 1901, Churchill became a Member of Parliament for Oldham (Lancashire) as a Conservative. Because of his extensive military background, he had contempt for command administration. He held numerous political positions in Parliament.

With the German onrush into neutral Belgium in 1914, Churchill had the responsibility to lead a naval detachment to Antwerp to keep Turkey from linking up with Russia. This campaign failed miserably and Churchill was made to take full responsibility for this failure. This became known as the Dardanelles failure. Churchill was dropped from any position in the Parliament. He took up painting as a hobby.

At the end of the war, Churchill became Secretary of State for War and also air (1919-1921). In this post he pushed through army reforms and the development of air power, and became a pilot himself.

When war came in 1939, Churchill was inevitably recalled. On May 10, 1940, in the midst of this cataract of disasters, Churchill was called to supreme headquarters and given the responsibility by all political parties to be in charge of British war efforts. For the next five years, 1940-1945-perhaps the most heroic period in Britain's history—he

held supreme command, as prime minister and minister of defense, in the nation's war effort (*Encyclopedia Americana*).

### **Joseph Stalin**

Joseph Stalin was born in Gori, a village in Transcaucasian Georgia, December 12, 1879. His father, Vissarion Dzhughashvili, was a poor drunken shoemaker. When Stalin was about seven, he caught smallpox, which left him pockmarked for life.

In 1925, a year after Lenin's death, Stalin forced Trotsky to resign as war minister and in 1927 expelled him from the party. Stalin, the "man of steel," was then supreme ruler. In a relentless drive to industrialize and modernize the Soviet Union, he launched the first of a series of five-year plans, in 1928. Stalin ordered the collectivization of farming.

Stalin was considered to be a great leader. He led the Soviet Union during World War II. Stalin died March 5, 1953. Four days after his death, his embalmed body was entombed alongside that of Lenin in Moscow's Red Square. Later Khrushchev (his successor) was successful in destroying his image and having his body removed from Red Square and reburied within the Kremlin walls among the graves of lesser Red heroes (*Encyclopedia Americana*).

### **Charles De Gaulle**

Charles Andre` Joseph Marie de Gaulle was born in Lille, France on November 22, 1890, the son of a teacher of philosophy and literature at a Jesuit college. From early childhood he took a keen interest in reading. Fascinated by history, he formed an almost mystical conception of service to France.

De Gaulle graduated from Ecole Militaire of Saint-Cyr in 1912 and joined an infantry regiment. In World War I he was wounded and captured at Douaumont in the battle of Verdun in March 1916.

At the outbreak of World War II, de Gaulle was a colonel commanding a tank regiment in Alsace. In May 1940, at the time of the German offensive, he was promoted to Brigadier General and placed in charge of the hastily formed 4<sup>th</sup> Armored Division, which helped check the German advances under desperate conditions. On June 6, 1940, Premier Paul Reynauld, who for many years had championed de Gaulle's idea in the Chambers of Deputies, appointed him undersecretary of state of war. De Gaulle encouraged France not to sign an armistice but to continue to resist the Germans. He soon became the very symbol of the entire resistance even though the exiled arm forces were few in numbers.

After the war, de Gaulle was unanimously elected president of the provisional government in October 1945 (*Encyclopedia Americana*).

## **Adolph Hitler**

Adolph Hitler was leader of the German Nazi Party, and from 1933 until his death, dictator of Germany and most of Europe. He rose from the bottom of society to conquer most of Europe.

Hitler was born on April 20, 1889, at Braunau-am-Inn, Austria. His father had been an illegitimate child, and there has been speculation, probably unfounded, about Hitler's possible Jewish origin. His father had risen from a poor peasant background to become an Austrian customs official.

In 1913, Hitler moved to Munich in the hope of evading Austrian military service and of finding a better life in the Germany he admired so much. During World War I he served throughout the war as a volunteer in a Bavarian infantry regiment operation mostly in the front of the line as a headquarters runner. He was wounded in the leg in 1917 and was gassed in 1918. Significantly enough, he was never promoted or attained any leadership position.

Germany tried democracy from the end of World War I to 1933, but its republican government had to accept the blame for all of Germany's ills. Hitler and the National Socialist, or Nazi, Party took advantage of the situation and began to rise to power. In 1925, Hitler clearly revealed his plan in his book *Mein Kampf* (which means "My Battle"), in which he urged the use of armed forces to remove the restriction of the Versailles treaty.

The Nazis placed the blame for Germany's problem on the western powers (especially France), the capitalists, the communists, and the Jews. Then in 1933, Hitler (a one time unemployed artist and ex-corporal in World War I) became Chancellor of Germany.

From 1939 to 1945 Hitler attempted to conquer all of Europe. On September 1, 1939 he conquered Poland. After a successful test of the blitzkrieg method in Poland, the Germans crushed six countries—Denmark, Norway, Belgium, Luxembourg, the Netherlands, and France. Next he attacked Britain and Russia. There was strong resistance by both, and with the help of the United States, the allies conquered Berlin; on April 30, 1945 Hitler committed suicide (*Encyclopedia Americana*).

## **UNIT BACKGROUND**

I am designing my unit to cover month long studies that will encompass role playing, games, skits, hands-on related activities, and other methodologies that will not allow this to become a lecture series. My intent is to create a unit that is not only informative but also enjoyable. In doing this, it will support the overall mission of JROTC which is to “Motivate young people to be better citizens.”

I will attempt to engage my students in a quest to gain an understanding of how significant Berlin was during World War II. My unit will focus on the social studies curriculum in my classroom. The lesson will also follow the Houston Independent School District’s Project CLEAR. I will also encourage each of my students to read one or more of the books from the Annotated Reading List.

As a JROTC/Social Studies teacher I must keep in mind that the students to whom I will be introducing this curriculum were infants (or not yet born) when the Berlin wall fell, and they might not see the importance of studying what happened in Berlin to cause the wall to be built. One of my challenges will be to get them to look “outside the box.” The majority of them have never left their neighborhood, so to teach them something about a war that was not fought during their time and thousands of miles away will require innovative teaching strategies.

I will also utilize one of methods I have learned from previous Houston Teachers Institute classes: the use of videos. I have literally seen tears come from Fellows as they relived the Viet Nam experience through the eyes of those who fought the war. I have learned that showing videos gives the students an opportunity to view the information being shown and to express their views and concerns.

As a result of the newly acquired knowledge, the students will be able to develop a more positive perspective of their history, therefore giving them a better comprehension about our relationship with allies after the war. Understanding the past is the beginning to ensuring that history does not repeat itself with the same negative consequences.

My students will continue their quest for knowledge by conducting research, doing reports, and possibly going to museums. From these activities, they will gain additional information about policies and doctrines that were a result of what happened in Berlin. Also, this activity will give my students an opportunity to expand their dialogue writing skills. They will be required to write vignettes on different aspects of the war and peoples’ lives that were affected by the war in Berlin. Students must be inspired to breathe life into their writing assignments. My intent is to provide each student with the tools to process information effectively. As educators we must consistently appeal to the genius buried within our students, regardless of their adolescent behavior, lack of parental involvement, and negative peer pressure; it is still our job to inspire them to learn information that they might not see the relevance of during this time in their life.

## **TEACHING STRATEGIES**

As I mentioned earlier, the JROTC program has developed a new program of instruction. I will utilize the four-phase lesson plan to teach this unit. The unit will encompass the latest teaching techniques/tools such as the following: Graphics, Organizers, Multiple Intelligences, Authentic Assessments, Blooms Taxonomy, Structures Reflections, Fundamental Skills, and Workplace Competencies.

Any attempt to get students to learn history through the lecture mode would be a waste of students' and teacher's time. Active learning will not occur without student participation. There are various ways to structure this curriculum concerning the Berlin War and get students involved in meaningful discussions where learning takes place. Some are especially suitable when time is limited or participation needs to be coaxed. Some of the methods listed below will be used independently or combined.

### **Opening Discussions**

Questions will be asked that are open ended and directed to the entire class, not one individual. The straightforward quality of open discussion is appealing. The discussion will be structured beforehand to ensure it is on task and not too lengthy. This will be done up front how many students a response is required from.

### **Subgroup Discussions**

Students will be broken into subgroups of three or more to share (and record) information. Topics will include how to set up a democratic or Communist government. The subgroups will be required to find out how various forms of government come into existence. Everyone in the class will be required to participate.

### **Response Cards**

Index cards will be passed out and questions will be asked concerning the topics of discussion but the responses will be anonymous.

### **Fishbowl**

A portion of the class will form a discussion circle, and the remaining will form a listening circle around them. New groups will be brought into the inner circle to continue the discussion. Using the fishbowl will help bring focus to large-group discussions.

### **Panels**

A small group will be required to conduct research on the lives of leaders of the Soviet Union and the Allies during the initial stages of the Berlin War. They will be seated in



front of the class and they will answer questions that the rest of the class might ask of the leaders.

### **Role Playing**

Students will make 3x5 cards with the identity of leaders of the Soviet Union and the Allies during the initial stages of the Berlin War. Prior to the class, students will be required to find out as much as they can about their particular leader. They will meet as the leaders and have discussions just like the one that was conducted at the conclusion of World War II, in Berlin during the meeting held in the Kommandantura Building.

### **Games**

Fun games and quiz games will be used to elicit students' ideas, knowledge, or skill. TV game shows such as Family Feud or Jeopardy will be used to elicit mass student participation. The use of games will make class fun and spark energy and involvement. Games are used to make dramatic points that students seldom forget.

### **Components and Phases of the Four-Phase Lesson Plan**

#### ***Inquire Phase***

The purpose of this phase is to determine what students already know or don't know about the curriculum. Questions like "What do you know about the Berlin War?" "What don't you already know about the Berlin War?" "What do you want to know about the Berlin War?" "What are some of the practical reasons to participate in this lesson?"

- Objectives: State the specific information I want my students to learn about the curriculum.
- Reason: What are some of the practical reasons for students to participate in this lesson?
- Tie In: Relate to previous instructions or knowledge.
- Direct Student Focus: Tell students about the instructional activities that will occur during the lesson.
- Learning Activity: Appropriate Inquiry Phase learning activities will be Panel Discussions, Debates "Know-Want to Know-Learned (K-W-L)" charts, pre-quizzes, or pre-tests.
- Reflections: Ask questions that make students think about activities that have just occurred

### ***Gather Phase***

The purpose of this phase is to research and collect information from a variety of sources concerning the Berlin War and its leaders, to synthesize information, to evaluate existing information, collect data, or evaluate ideas. Questions like “What new and essential information or new concepts did we find concerning Hitler?” “What are some of the critical component skills?” “What new understanding can be constructed based on what you have learned?” “What connections or associations can be made?”

### ***Process Phase***

The purpose of this phase is to use the new information, practice new skills, and engage in different activities. Questions such as, “What can I do with the new information I have learned concerning the war in Berlin?”; “What skills can be improved based on the newly acquired information?” and, “How can students ensure the new information is stored in long-term memory?” are asked.

### ***Apply Phase***

This phase is to help students make real-life applications of the new information or ideas. Students will consider ways to integrate the lesson concepts or skills into personal use outside the classroom. Questions that can help in this phase include: “What else can be done with the newly acquired information?” and “What else is needed to make the information usable?”

There are three components to each of these phases. They are Direct Student Focus, Learning Activity, and Reflections. As a teacher, it is my responsibility to help students focus on specific elements of the learning activity. Once their focus is directed, I will engage them in a learning activity. Learning activities will keep this from being a lecture series, as the teacher acts as a facilitator. Each learning activity will be well thought out and planned and prepared ahead of time. There are many interesting activities students will do in class that will allow them to learn about the war in Berlin. One example is to have a panel discussion with the key leaders of the war. Before the panel discussion, students will be required to conduct research on their character to determine what their viewpoint would be on certain issues. This would allow them to learn about their character and get a feel for what actually happened during the meetings between Russia and the Western Allies. Once the learning activity is completed, I will ask questions that help students think about, reflect on, or make sense of their learning experience. It is during this reflection process that students begin to understand the importance and purpose of the learning activity.

## LESSON PLANS

My three lesson plans will be spread over 15 hours of class time-a total of ten 90-minute class sessions. Each lesson will span about three 90-minute sessions.

The following table is used by ROTC to demonstrate the various ways in which lessons can be enhanced or delivered: I use this throughout my lesson plan.

<b><u>SCANS</u></b>	<b><u>THINKING SKILLS</u></b>	<b><u>GRAPHIC</u></b>	<b><u>Lesson Objectives</u></b>
Basic Skills Thinking Skills Personal Qualities	Practical Analytical Creative	Mind Map Concept Web KWL Chart Sequence	(1) Discuss how the war was fought in Berlin. (2) Why was there a conflict after the war between allies?
<b><u>WORKPLACE COMPETENCIES</u></b>	<b><u>BLOOM'S TAXONOMY</u></b>	<b><u>MULTIPLE INTELLIGENCES</u></b>	
Resources Interpersonal Information Systems Technology	Knowledge Comprehension Application Application Analysis Synthesis	Body/Kinesthetic Visual/Spatial Logical/Math Verbal/Linguistic Interpersonal Intrapersonal	
<b><u>AUTHENTIC ASSESSMENT</u></b>			<b><u>STRUCTURED REFLECTION</u></b>
Metacognition What? So What? Now What? Socratic Dialogue			Observation Checklist Portfolio Rubric Test Quizzes Graphic Organizers Performance Project Dialogue

### The Four-phase Lesson Plan

The following is the format used by the Army JROTC program and is used throughout my curriculum. The four-phase lesson plan is performance based and solves the problem of "stand and deliver." To shift from lecture based, this lesson plan will provide the guidance teachers need to implement new teaching strategies. It will help teachers to meet the needs of kinesthetic and other types of learners better. In a classroom we deal with a great variety of learners in the student body; this material and new format allows teachers to deal with the variety and differing educational needs more effectively.

Note: Dr. Steven Dunn, author of Compatibility Learning from the Block, developed the four-phase lesson plan. The U.S. Army JROTC has been given permission to use the four-phase lesson plan.

## **Lesson Plan 1: What Happened in Berlin During World War II?**

### ***Phase I - Inquire***

#### *Resources*

The computer and television will be utilized during a PowerPoint presentation as the students present researched information. Butcher charts will be utilized to do mind mapping exercises. The Internet will be used to research information. Army JROTC overheads and slides will be utilized to present information

Using the KWL (What do you **K**now? **W**hat would you like to know? And what did you **L**earn?) questions, below, complete a chart with a column for K, W, and L, writing students' responses for these questions under the appropriate columns. Ask students:

- K: What do you know about the War that occurred in Berlin?
- W: What would you like to know about the War that occurred in Berlin?
- What have you learned about what happened in Berlin during the World War II?

### ***Phase II – Gather***

#### *Resources*

The Internet and library will be utilized to conduct research to write the paper on “What happened in Berlin during World War II.” The paper will be about 2 pages long (single spaced).

After the students complete their papers we will discuss:

- Why was Berlin such a vital interest area for the U.S.?
- How was Berlin divided and why?
- Describe the evolution of the Wall.
- Describe the various views of the Allies, the Soviets, and the German people.

### ***Phase III – Process***

#### *Resources*

Objectives, Computer, Monitor, Overhead Projector, Access to Internet. Using the Internet, students will develop a mind map and concept web, listing the strategies of both the allies and axis powers.

#### *Reflections*

Ask students the following questions:

- What are your thoughts on the allies meeting after the war?
- Why was Berlin considered Hitler's last stand?
- How did Hitler die?

- What were Hitler’s last days like?

### ***Phase IV –Apply***

#### *Resources*

Same resources as above. Four students will each represent a top military leader for Russia, the United States, Great Britain, and France, utilizing maps to explain each country’s strategy for conducting the final assault on Berlin.

#### *Reflection*

Ask the students the following questions:

- What did you learn from this lesson?
- What did you learn about the leaders?
- What new insights have you gained about the war in Berlin and how it affected the rest of the world?
- How did the end of the war affect the organization of the city of Berlin as it is today?

### **Lesson Plan 2: Why Was it Necessary to Have the Berlin Airlift?**

#### ***Phase I - Inquire***

##### **Resources**

Butcher paper and markers. Using the KWL (What do you **K**now? What would you like to know? And what did you **L**earn?) questions below, students will complete a chart with a column for K, W, and L with the students writing responses for those questions under the appropriate columns:

- K: What do you know about the Berlin Airlift? What have you learned in your History Class?
- W: What would you like to know about the Berlin Airlift? How do you think the cold War changed our country?
- L: What have you learned about the Berlin Airlift?

#### ***Phase II - Gather***

##### *Resources*

The Internet will be utilized for research. Students will be asked to explain to the class, “Why it was necessary to have a Berlin Airlift?” Students will be required do a Jigsaw that portrays the sequence of events that led up to the Berlin Airlift.

##### *Reflections*

Ask students the following questions:

- Why was it necessary to have a Berlin Airlift?
- What was the U.S. response after the Soviet Union denied allies land access into Berlin?

- What is the impact on the people in the U.S. and in Berlin today?

### ***Phase III - Process***

#### *Resources*

Using the Internet and other references, students will develop a poem or rap that describes how and why the U.S. and Russia relation changed after World War II.

#### *Reflections*

Ask students the following questions:

- Did each side have legitimate reasons for creating a Cold War?
- If you were one of the leaders what would you have done?

### ***Phase IV - Apply***

#### *Resources*

Using the pair and share method and researched information, students will analyze each country's perspective on why they took the position they took at the conclusion of War II. Each will take turns using fifteen minutes to explain their positions.

#### *Reflections*

Ask the students the following questions:

- What did you learn about this meeting and each country's position?
- What new insights have you gained about the origin of the Cold War as a result of what happened in Berlin and how it still affects America today?

## **Lesson Plan 3: Who Were the Leaders During the Berlin War and What Role Did They Play?**

### ***Phase I - Inquire***

#### *Resources*

Butcher paper and markers. Using the KWL (What do you **K**now? What would you like to know? And what did you **L**earn?) questions below, complete a chart with a column for K, W, and L, writing students' responses for those questions under the appropriate columns. Ask students:

- **K**: What do you know about the following: Hitler, Roosevelt, Churchill, DeGaulle, and Stalin?
- **W**: What would you like to know about the men?
- **L**: What did you learn about each of these men?

### ***Phase II - Gather***

#### *Resources*

Graphic Organizers as well as Venn Diagrams.

Using the resources listed above, show the similarities and differences between Hitler, De Gaulle, Roosevelt, Churchill, and Stalin.

### *Reflections*

Ask students the following questions (When answering these question, consider similar interests, rise to power, family ties, hobbies, and popularity with the people:

- What were some of the similarities between each of these men?
- What were some of the differences between each of these men?
- What were some of the things all of them had in common?

### ***Phase III - Process***

#### *Resources*

References from reading list and selected videos will be used to conduct research on each of these men. Utilizing role-playing, selected students will give a presentation on each of these individual's lives and their role during the War in Berlin.

### *Reflections*

Ask students the following questions:

- What happened to cause each of these men to rise to power?
- What shaped their ideas and values?
- Were they married and if so, what type of women did they marry?
- How did their tenure as key leaders end?

### ***Phase IV - Apply***

#### *Resources*

Using references from reading list and selected videos, four students will act as the four leaders who met after the war in Berlin during the meeting Kommandatura (council). They will re-enact the meeting that occurred.

### *Reflections*

Ask the students the following questions:

- What did you learn from this lesson?
- What did you learn about the leaders?
- What new insights have you gained about the war in Berlin and how it affected the rest of the world?
- If you could change one thing about these leaders, what would it be?

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