

ACTIVITY ANSWERS:

SNAPSHOT: LIFE IN EAST GERMANY




Differentiation Key

Must do = all students (Discovering). These questions are not labelled.

Should do = most students (Developing). These questions are labelled as D2.

Aspire to = some students (Deepening). These questions are labelled as D3.

PAGE	ACTIVITY	HINTS	ANSWERS				
71	CHECK YOUR UNDERSTANDING						
	S.09 Draw up a table to identify the differences between East and West Berlin.	p. 67	<p>Some examples:</p> <table border="1"> <thead> <tr> <th>East Berlin</th> <th>West Berlin</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> • Communism • Consumer goods were rare • Low wages • State-controlled media • Secret police (Stasi) • Food shortages and rationing • Collectivisation (agriculture) </td> <td> <ul style="list-style-type: none"> • Democracy • Free media • NATO member </td> </tr> </tbody> </table>	East Berlin	West Berlin	<ul style="list-style-type: none"> • Communism • Consumer goods were rare • Low wages • State-controlled media • Secret police (Stasi) • Food shortages and rationing • Collectivisation (agriculture) 	<ul style="list-style-type: none"> • Democracy • Free media • NATO member
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	S.10 Why was the Berlin Wall built?	p. 69	The Berlin Wall was built to stop East Berlin citizens fleeing to the West. Driven by a decline in living standards, low wages and food shortages, the wall was built to stop a population drain that threatened the viability of the East German economy.				
	S.11 What were the consequences of the decision to build the wall for the people of Berlin?	p. 70	<p>Consequences of the Berlin Wall to the people of East Berlin:</p> <ul style="list-style-type: none"> • Death: over 100 people died attempting to cross the wall. • Loss of work: people were unable to travel across Berlin. • Families were separated. 				

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71	SUMMARY								
D2	S.12 Create a diagram to show the causes and effects of defections to West Germany.	pp. 67–70							
	<table border="1"> <thead> <tr> <th>Causes</th> <th></th> <th>Effects</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> Falling living standards Allure of capitalism Censorship and media control Low wages Expensive consumer products Food shortages </td> <td style="text-align: center;">  DEFECTIONS TO WEST GERMANY </td> <td> <ul style="list-style-type: none"> Construction of the Berlin Wall Mounting tension between superpowers Prominence of the Stasi Restrictions on travel </td> </tr> </tbody> </table>	Causes		Effects	<ul style="list-style-type: none"> Falling living standards Allure of capitalism Censorship and media control Low wages Expensive consumer products Food shortages 	 DEFECTIONS TO WEST GERMANY	<ul style="list-style-type: none"> Construction of the Berlin Wall Mounting tension between superpowers Prominence of the Stasi Restrictions on travel 		
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71	CREATIVE TASK								
D2	S.13 Imagine you live in East Berlin. Write a letter to your cousin in West Berlin describing what your life is like after the Berlin Wall was built.		<p>Creative task.</p> <p><i>Hint: use your table from S.09 in addition to information on the Stasi on p. 72 to help you think of topics to discuss.</i></p>						
71	HISTORICAL SOURCES—PERSPECTIVES								
	<p>Source 8 – image <i>'I just closed off what's mine—for the rest I'm ready to negotiate', by Edmund Valtman.</i></p> <p>Using Source 8 and your own knowledge, respond to the following.</p>								
	S.14 Identify the two leaders represented in the cartoon.	p. 71	John F. Kennedy and Nikita Khrushchev.						
	S.15 Describe the background as drawn of the cartoon. Why do you think Berlin has been portrayed in this way?	p. 71	<p>The background portrays East Berlin as a militarised communist city. This is evidenced by:</p> <ul style="list-style-type: none"> the communist star and hammer and sickle on the building the barbed wire fence military tanks facing towards West Berlin. <p>Why has it been portrayed this way?</p> <p><i>Decode</i></p> <ul style="list-style-type: none"> The source is an American cartoon. What would the purpose of the cartoon be? How does depicting East Berlin as militarised aid the purpose? <ul style="list-style-type: none"> A militarised East Berlin conveys that the USSR is aggressive. 						

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	S.16 Explain the events leading up to the construction of the Berlin Wall.	pp. 67–70	<p>Events leading to the construction of the Berlin Wall:</p> <ul style="list-style-type: none"> • Falling standard of living in East Berlin (food shortages and low wages) • Mass defection to West Berlin • Breakdown of relations between the USSR and the US • Failure of Kennedy in the Bay of Pigs (made America look weak) • Western Germany’s admittance to NATO • Kennedy’s refusal to allow Berlin to be a neutral territory
	S.17 Analyse the consequences of Khrushchev’s decision to build the Berlin Wall on Soviet–American relations. Use evidence to support your response.	67–71	<p><i>Decode</i></p> <ul style="list-style-type: none"> • Clearly explain how the Berlin Wall impacted US–Soviet relations. • What changed between the US and the USSR following the construction of the Berlin Wall? <p><i>Structure</i></p> <ol style="list-style-type: none"> 1. Answer the question directly—signpost two points. 2. Expand by providing two points that show the consequences of the wall to US–Soviet relations. 3. Elaborate on each point using your own knowledge and the source provided. <p><i>Potential points</i></p> <ul style="list-style-type: none"> • Solidified ideological differences (physically illustrated the divide) • Exacerbated tensions between the two new leaders (Kennedy and Khrushchev: West Germany’s entrance to NATO, Vienna summit)
72	<p>HISTORICAL SOURCES—INTERPRETATIONS</p> <p><i>Extract from Stasiland by Anna Funder (Source 9)</i></p> <p><i>The Stasi was the internal army by which the government kept control. Its job was to know everything about everyone, using any means it chose. ... The Stasi’s brief was to be ‘shield and sword’ of the Communist Party, called the SED. But its broader remit [goal] was to protect the Party from the people. It arrested, imprisoned and interrogated anyone it chose. It inspected all mail in secret rooms above post offices (copying letters and stealing any valuables), and intercepted, daily, tens of thousands of phone calls. It bugged hotel rooms and spied on diplomats. It ran its own universities, hospitals, elite sports centers and terrorist training programs for Libyans and the West Germans of the Red Army Faction. It pockmarked the countryside with secret bunkers for its members in the event of World War III. Unlike secret services in democratic countries, the Stasi was the mainstay of State power. Without it, and without the threat of Soviet tanks to back it up, the SED regime could not have survived.</i></p> <p>Using Source 9 and your own knowledge, respond to the following.</p>		
	S.18 Identify two goals of the Stasi.	p. 72	<p>According to Source 9, the Stasi’s goals were:</p> <ul style="list-style-type: none"> • ‘to know everything about everyone’ • to ‘protect the Party from the people’.

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	S.19 Identify two ways the Stasi monitored people.	p. 72	<p>According to Source 9, the Stasi:</p> <ul style="list-style-type: none"> • ‘inspected all mail’ • ‘intercepted ... phone calls’ • ‘bugged hotel rooms’ • ‘spied on diplomats’ • ‘ran its own universities, hospitals, elite sports centers and terrorist training programs’.
	S.20 Explain why the SED used the Stasi to maintain control.		The SED used the Stasi to maintain control, as ‘without it, and without the threat of Soviet tanks, ... the SED regime could not have survived’.
	S.21 Analyse the impact of security agencies on the lives of ordinary people during the Cold War. Use evidence to support your response.		<p><i>Decode</i></p> <ul style="list-style-type: none"> • Clearly explain how the Stasi impacted the lives of people during the Cold War. • Make a list of the ways in which the Stasi impacted the lives of East Germans. • Choose and discuss two points that you have the most content knowledge of and that can be explained using the source as evidence. <p><i>Structure</i></p> <ol style="list-style-type: none"> 1. Answer the question directly—signpost two points. 2. Expand by providing two points that illustrate the impact of the Stasi. 3. Elaborate on each point using your own knowledge and the source provided as evidence. <p><i>Potential points</i></p> <ul style="list-style-type: none"> • Censorship • Spying and monitoring of citizens • Control of sport and sports stars
72	RESEARCH		
	D2 S.22 Conduct research into one male and one female East German athlete. Look in to their sports, training regimes, diet, use of drugs, competitions entered, success, and longer-term effects. Some examples include Renate Neufeld, Dagmar Käsling and Steffen Zesner.		Student research task.

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73	CHECK YOUR UNDERSTANDING		
	S.23 What was the Stasi?	p. 68	East Germany's secret police.
	S.24 In the eyes of the East German regime, why was the Stasi necessary?	p.72	To control the population of East Germany and to ensure that any perceived dangers to the regime were eliminated.
	S.25 How did the activities of the Stasi affect the lives of ordinary East German people?	p.72	Youth organisations were used to politically educate and control young people, and to use them as informants. Stasi representatives lived in every apartment block, infiltrated factories, schools and hospitals, and accompanied athletes overseas so they could not escape and defect. They censored every aspect of culture such as novels, plays, television and sport.
73	SUMMARY		
D2	S.26 Create a concept map to show the type of activities the Stasi might have considered a threat to East German security.		Student brainstorming task.