

Geschichte Und Geschehen Oberstufe Krisen Umbruch

Malka Mirjam Pressler.2003-06-06 It is 1943 and Dr Hannah Mai is forced to accept that the time has come for her to leave Poland with her two daughters if they are to have any chance of survival. But just before they reach the border Malka is taken seriously ill, and Hannah is forced to make the most difficult decision of her life - to leave her behind. Ages 12+

Gymnastik Für Die Jugend Gustave Christoph Friedrich Guts Muths.2022-10-27 This work has been selected by scholars as being culturally important, and is part of the knowledge base of civilization as we know it. This work is in the public domain in the United States of America, and possibly other nations. Within the United States, you may freely copy and distribute this work, as no entity (individual or corporate) has a copyright on the body of the work. Scholars believe, and we concur, that this work is important enough to be preserved, reproduced, and made generally available to the public. We appreciate your support of the preservation process, and thank you for being an important part of keeping this knowledge alive and relevant.

Dein KdF-Wagen .1993

Global Responsibility Hans Kung.2004-02-19 In this timely and urgent work, Hans Kung reminds us: - Every minute, the nations of the world spend 1.8 million dollars on military armaments; - Every hour, 1500 children die of hunger-related causes; - Every week during the 1980s, more people were detained, tortured, assassinated, made refugee, or in other ways violated by acts of repressive regimes than at any other time in history; - Every month, the world's economic system adds over 7.5 billion dollars to the catastrophically unbearable debt burden of more than 1.5 trillion dollars now resting on the shoulders of Third World peoples; - Every year, an area of tropical forest three-quarters the size of Korea is destroyed and lost; - Every decade, if present global warming trends continue, the temperature of the earth's atmosphere could rise dramatically with a resultant rise in sea levels that would have disastrous consequences, particularly for coastal areas of all the earth's land masses. In 'Global Responsibility', the author offers important new approaches and concludes that: - There can be no peace among the nations without peace among the religions. - There can be no peace among the religions without dialogue between the religions. - There can be no ongoing human society without a global ethic.

Sisyphus Siegfried Bernfeld.1973-01-01

Deep Drama Karl E. Scheibe.2017-09-21 This book applies a dramaturgical perspective to familiar psychological topics including fear, greed, shame, guilt, rejection, well-being and terrorism. In presenting vivid illustrations of how our understanding of psychological problems can be enriched and enlivened by employing dramatic language and concepts, it brings the well-established field of narrative psychology to life. Providing an accessible and fresh understanding of psychological problems through the language and concepts of theatre, Karl Scheibe builds on the work of leading scholars in the field including Sarbin, Gergen, Bruner and Goffman. This exciting and accessible book acts as a sequel to Scheibe's, The Drama of Everyday Life, and will appeal to students and scholars of narrative and social psychology, theatre studies and the studies of self and identity.

International Knowledge Transfer in Religious Education Friedrich Schweitzer,Peter Schreiner.2020-12-16 This book is about international knowledge transfer in religious education as an academic discipline; at the same time, though, it is related to the school subject of RE. Its aim is to strengthen the awareness of the need for international cooperation in the field of religious education in general and especially for clarifying the role of knowledge in this kind of cooperation. The contributions discuss a number of issues, among others related to the validity and transferability of

knowledge in religious education. Thus, the book takes up a topic which so far has remained implicit and therefore also untreated. This approach implies a whole spectrum of new methodological and epistemological problems. Some crucial questions that are discussed in the chapters from different national contexts are: - How can the national and the international context be productively connected to each other? - Which concept or understanding of ›international‹ should be used when it comes to the transfer of knowledge? - What exactly is meant by ›knowledge‹ in religious education? - What does ›transfer‹ mean in this context? The scope of the book is an invitation to other colleagues to take part in and to continue the discussion.

Geschichte und Geschehen Oberstufe / Schülerband Gesamtband 10.-12. Klasse. Ausgabe für Nordrhein-Westfalen .2015-08

German books in print .2002

Divided, But Not Disconnected Tobias Hochscherf, Christoph Laucht, Andrew Plowman.2010-12-01 The Allied agreement after the Second World War did not only partition Germany, it divided the nation along the fault-lines of a new bipolar world order. This inner border made Germany a unique place to experience the Cold War, and the “German question” in this post-1945 variant remained inextricably entwined with the vicissitudes of the Cold War until its end. This volume explores how social and cultural practices in both German states between 1949 and 1989 were shaped by the existence of this inner border, putting them on opposing sides of the ideological divide between the Western and Eastern blocs, as well as stabilizing relations between them. This volume’s interdisciplinary approach addresses important intersections between history, politics, and culture, offering an important new appraisal of the German experiences of the Cold War.

A Concise History of the Third Reich Wolfgang Benz.2007-12-17 This is an authoritative history of the twelve years of the Third Reich from its political takeover of January 30, 1939 to the German capitulation in May 1945.

Deutsches Bücherverzeichnis .1983

History of Civilization in England Henry Thomas Buckle.1871

Exploring History 1 .2009

Teaching History for the Common Good Keith C. Barton, Linda S. Levstik.2004-07-13 In *Teaching History for the Common Good*, Barton and Levstik present a clear overview of competing ideas among educators, historians, politicians, and the public about the nature and purpose of teaching history, and they evaluate these debates in light of current research on students' historical thinking. In many cases, disagreements about what should be taught to the nation's children and how it should be presented reflect fundamental differences that will not easily be resolved. A central premise of this book, though, is that systematic theory and research can play an important role in such debates by providing evidence of how students think, how their ideas interact with the information they encounter both in school and out, and how these ideas differ across contexts. Such evidence is needed as an alternative to the untested assumptions that plague so many discussions of history education. The authors review research on students' historical thinking and set it in the theoretical context of mediated action--an approach that calls attention to the concrete actions that people undertake, the human agents responsible for such actions, the cultural tools that aid and constrain them, their purposes, and their social contexts. They explain how this theory allows educators to address the breadth of practices, settings, purposes, and tools that influence students' developing understanding of the past, as well as how it provides an alternative to the academic discipline of history as a way of making decisions about teaching and learning the subject in schools. Beyond simply describing the factors that influence students' thinking, Barton and Levstik evaluate their implications for historical understanding and civic engagement. They base these evaluations not on the disciplinary study of history, but on the purpose of social education--preparing students for participation in a pluralist democracy. Their ultimate concern is how history can help citizens

engage in collaboration toward the common good. In *Teaching History for the Common Good*, Barton and Levstik: *discuss the contribution of theory and research, explain the theory of mediated action and how it guides their analysis, and describe research on children's (and adults') knowledge of and interest in history; *lay out a vision of pluralist, participatory democracy and its relationship to the humanistic study of history as a basis for evaluating the perspectives on the past that influence students' learning; *explore four principal stances toward history (identification, analysis, moral response, and exhibition), review research on the extent to which children and adolescents understand and accept each of these, and examine how the stances might contribute to--or detract from--participation in a pluralist democracy; *address six of the principal tools of history (narrative structure, stories of individual achievement and motivation, national narratives, inquiry, empathy as perspective-taking, and empathy as caring); and *review research and conventional wisdom on teachers' knowledge and practice, and argue that for teachers to embrace investigative, multi-perspectival approaches to history they need more than knowledge of content and pedagogy, they need a guiding purpose that can be fulfilled only by these approaches--and preparation for participatory democracy provides such purpose. *Teaching History for the Common Good* is essential reading for history and social studies professionals, researchers, teacher educators, and students, as well as for policymakers, parents, and members of the general public who are interested in history education or in students' thinking and learning about the subject.

Fascism Past and Present, West and East Roger Griffin, Werner Loh, Andreas Umland. 2006-04-27 In the opinion of some historians the era of fascism ended with the deaths of Mussolini and Hitler. Yet the debate about its nature as a historical phenomenon and its value as a term of historical analysis continues to rage with ever greater intensity, each major attempt to resolve it producing different patterns of support, dissent, and even hostility, from academic colleagues. Nevertheless, a number of developments since 1945 not only complicate the methodological and definitional issues even further, but make it ever more desirable that politicians, journalists, lawyers, and the general public can turn to experts for a heuristically useful and broadly consensual definition of the term. These developments include: the emergence of a highly prolific European New Right, the rise of radical right populist parties, the flourishing of ultra-nationalist movements in the former Soviet empire, the radicalization of some currents of Islam and Hinduism into potent political forces, and the upsurge of religious terrorism. Most monographs and articles attempting to establish what is meant by fascism are written from a unilateral authoritative perspective, and the intense academic controversy the term provokes has to be gleaned from reviews and conference discussions. The uniqueness of this book is that it provides exceptional insights into the cut-and-thrust of the controversy as it unfolds on numerous fronts simultaneously, clarifying salient points of difference and moving towards some degree of consensus. Twenty-nine established academics were invited to engage with an article by Roger Griffin, one of the most influential theorists in the study of generic fascism in the Anglophone world. The resulting debate progressed through two 'rounds' of critique and reply, forming a fascinating patchwork of consensus and sometimes heated disagreement. In a spin-off from the original discussion of Griffin's concept of fascism, a second exchange documented here focuses on the issue of fascist ideology in contemporary Russia. This collection is essential reading for all those who realize the need to provide the term 'fascism' with theoretical rigor, analytical precision, and empirical content despite the complex issues it raises, and for any specialist who wants to participate in fascist studies within an international forum of expertise. The book will change the way in which historians and political scientists think about fascism, and make the debate about the threat it poses to infant democracies like Russia more incisive not just for academics, but for politicians, journalists, and the wider public.

In from the Cold Gilbert M. Joseph, Daniela Spenser. 2008-01-11 Over the last decade, studies of the Cold War have mushroomed globally. Unfortunately, work on Latin America has not been well represented in either theoretical or empirical discussions of the broader conflict. With some notable exceptions, studies have proceeded in rather conventional channels, focusing on U.S. policy objectives and high-profile leaders (Fidel Castro)

and events (the Cuban Missile Crisis) and drawing largely on U.S. government sources. Moreover, only rarely have U.S. foreign relations scholars engaged productively with Latin American historians who analyze how the international conflict transformed the region's political, social, and cultural life. Representing a collaboration among eleven North American, Latin American, and European historians, anthropologists, and political scientists, this volume attempts to facilitate such a cross-fertilization. In the process, *In From the Cold* shifts the focus of attention away from the bipolar conflict, the preoccupation of much of the so-called new Cold War history, in order to showcase research, discussion, and an array of new archival and oral sources centering on the grassroots, where conflicts actually brewed. The collection's contributors examine international and everyday contests over political power and cultural representation, focusing on communities and groups above and underground, on state houses and diplomatic board rooms manned by Latin American and international governing elites, on the relations among states regionally, and, less frequently, on the dynamics between the two great superpowers themselves. In addition to charting new directions for research on the Latin American Cold War, *In From the Cold* seeks to contribute more generally to an understanding of the conflict in the global south. Contributors: Ariel C. Armony, Steven J. Bachelor, Thomas S. Blanton, Seth Fein, Piero Gleijeses, Gilbert M. Joseph, Victoria Langland, Carlota McAllister, Stephen Pitti, Daniela Spenser, Eric Zolov

How Was Life? Global Well-being since 1820 OECD.2014-10-02 This book presents the first systematic evidence on long-term trends in global well-being since 1820 for 25 major countries and 8 regions in the world covering more than 80% of the world's population.

Nonfiction from the Teens Daan Hertogs, Nico de Klerk.1994 Each Amsterdam workshop is intended to create an informal gathering of people from the world of cinema to discuss films and the problems of archival work on the basis of screenings of films from the museum's collection. This workshop focused on early nonfiction from the teens because the archive has a large selection, much of which is anonymous.

The Politics of Education Marjorie Lamberti.2004 Lamberti (history, Middlebury College) examines the culture wars that took place in 1920s and 1930s Germany over issues in education. She describes how innovative educators attempted to reform the stratified educational system to foster democracy and social justice. She also shows the relationship between the traditionalists' opposition to school reform and the attraction of certain sections of the teaching profession to the Nazi movement. Annotation copyrighted by Book News, Inc., Portland, OR.

Opening the Mind or Drawing Boundaries? Thorsteinn Helgason, Simone Lässig.2009-12-09 History texts studied by students in schools are an important field for drawing boundaries between nations, beliefs, ethnic groups and countries, sometimes causing disputes and protests. Even in the democratic and peaceful Nordic countries, history texts carry a message of authorized content knowledge and situated values. At the same time, they are meant to foster the critical mind, a skillful eye and a tolerant spirit. In this volume, scholars from Denmark, Finland, Iceland, Norway and Sweden explore the question of Us and the Others in Nordic textbooks and educational media and focus on teachers' opinions and use of history texts, partly based on a survey among Nordic history teachers in elementary and secondary schools. The questions dealt with are of national identity and multiculturalism, sameness and difference, content and pedagogy, skills and values, goals of history education and teachers' situations. The scholars and teachers compare the educational and societal aims with the actual teaching materials at hand. The potentialities and limitations of textbooks and other educational media are investigated and discussed.

The Graduate Charles Webb.2002-04-02 The basis for Mike Nichols' acclaimed 1967 film starring Dustin Hoffman -- and for successful stage productions in London and on Broadway -- this classic novel about a naive college graduate adrift in the shifting social and sexual mores of the 1960s captures with hilarity and insight the alienation of youth and the disillusionment of an era. The Graduate When Benjamin Braddock graduates from a small Eastern college and moves home to his parents' house, everyone wants to know what he's going to do with his life. Embittered by the emptiness

of his college education and indifferent to his grim prospects -- grad school? a career in plastics? -- Benjamin falls haplessly into an affair with Mrs. Robinson, the relentlessly seductive wife of his father's business partner. It's only when beautiful coed Elaine Robinson comes home to visit her parents that Benjamin, now smitten, thinks he might have found some kind of direction in his life. Unfortunately for Benjamin, Mrs. Robinson plays the role of protective mother as well as she does the one of mistress. A wondrously fierce and absurd battle of wills ensues, with love and idealism triumphing over the forces of corruption and conformity.

Educational Design Research Jan Van den Akker, Koen Gravemeijer, Susan McKenney, Nienke Nieveen. 2006-11-22 The field of design research has been gaining momentum over the last five years, particularly in educational studies. As papers and articles have grown in number, definition of the domain is now beginning to standardise. This book fulfils a growing need by providing a synthesised assessment of the use of development research in education. It looks at four main elements: background information including origins, definitions of development research, description of applications and benefits and risks associated with studies of this kind how the approach can serve the design of learning environments and educational technology quality assurance - how to safeguard academic rigor while conducting design and development studies a synthesis and overview of the topic along with relevant reflections.

The Ultimate Sacrifice Clayton Fordahl. 2020-03-05 This book presents an interpretive, macro-historical, and sociological account of martyrdom. Moving away from the notion of martyrdom as an object of individual behavior and seeing it instead as a significant cultural work performed by communities in the wake of a violent death, it provides a novel interpretation of Western political and religious history. In addition to thus redressing the disproportionate attention given to the concept's relationship to Islam, the author offers a new perspective on two defining historical processes: secularization and the rise of modern sovereignty in the form of the nation-state. An innovative analysis of the role of sacrifice in contemporary culture, which constitutes a timely critique of long-dominant theories of disenchantment and the privatization of religion, *The Ultimate Sacrifice* will appeal to sociologists and social theorists with interests in religion, politics, and the connection between the two.

School History Textbooks across Cultures Jason Nicholls. 2006-05-15 What do school history textbooks mean in the contemporary world? What issues and debates surround their history and production, their distribution and use across cultures? This volume brings together articles by authors from the United States, Italy, Japan, Germany, France, Russia and England, each piece drawing attention to a series of fascinating yet highly specific national debates. In this collection, perspectives on the place and purpose of school history textbooks are shown to differ across space and time. For the student or scholar of comparative education this compilation raises important methodological questions concerning the grounds and parameters upon which it is possible to make comparisons.

The German Empire, 1871-1918 Hans-Ulrich Wehler. 1985-03 In the wake of the Fischer Controversy on the origins of World War I there emerged in West Germany a younger generation of historians who took a critical 'revisionist' view of the Bismarckian Empire and began to analyze the political development of the Hohenzollern monarchy against the background of the country's social and economic power structures. Professor Wehler became one of the most prominent exponents of this approach and his structural analysis of the 'Kaiserreich' created a considerable stir when it was first published. It has since, with its incisive and rigorous analysis, become a classic in the field.

Geschichte und Geschehen - Themenhefte für die Oberstufe in Niedersachsen. Themenheft Krisen, Umbrüche und Revolutionen: Krise(n) der römischen Republik seit dem 2. Jahrhundert vor Christus Michael Sauer. 2012-07

India Dietmar Rothermund. 2008 Synopsis: This collection features Dunbar's (1872-1906) previously unpublished dramatic works, short stories, essays, and poems-approximately 75 works in six genres. The dramatic works include plays, musicals, and musical lyrics and fragments. The essays

discuss Dickens and Thackeray, England from the Black perspective, black life and society in Washington, higher education, plagiarism, the literary portrayal of black people, and Booker T. Washington. A chronology is included.-Annotation c. Book News, Inc.

New Directions in Assessing Historical Thinking Kadriye Ercikan, Peter Seixas. 2015-02-20 New technologies have radically transformed our relationship to information in general and to little bits of information in particular. The assessment of history learning, which for a century has valued those little bits as the centerpiece of its practice, now faces not only an unprecedented glut but a disconnect with what is valued in history education. More complex processes—historical thinking, historical consciousness or historical sense making—demand more complex assessments. At the same time, advances in scholarship on assessment open up new possibilities. For this volume, Kadriye Ercikan and Peter Seixas have assembled an international array of experts who have, collectively, moved the fields of history education and assessment forward. Their various approaches negotiate the sometimes-conflicting demands of theoretical sophistication, empirically demonstrated validity and practical efficiency. Key issues include articulating the cognitive goals of history education, the relationship between content and procedural knowledge, the impact of students' language literacy on history assessments, and methods of validation in both large scale and classroom assessments. *New Directions in Assessing Historical Thinking* is a critical, research-oriented resource that will advance the conceptualization, design and validation of the next generation of history assessments.

Bilder Aus Der Deutschen Vergangenheit Gustav Freytag. 1889

A Short History of the Jews Michael Brenner. 2021-07-13 A concise narrative history that brings the story of the Jewish people marvelously to life. This is a sweeping and powerful narrative history of the Jewish people from biblical times to today. Based on the latest scholarship and richly illustrated, it is the most authoritative and accessible chronicle of the Jewish experience available. Michael Brenner tells a dramatic story of change and migration deeply rooted in tradition, taking readers from the mythic wanderings of Moses to the unspeakable atrocities of the Holocaust; from the Babylonian exile to the founding of the modern state of Israel; and from the Sephardic communities under medieval Islam to the shtetls of eastern Europe and the Hasidic enclaves of modern-day Brooklyn. The book is full of fascinating personal stories of exodus and return, from that told about Abraham, who brought his newfound faith into Canaan, to that of Holocaust survivor Esther Barkai, who lived on a kibbutz established on a German estate seized from the Nazi Julius Streicher as she awaited resettlement in Israel. Describing the events and people that have shaped Jewish history, and highlighting the important contributions Jews have made to the arts, politics, religion, and science, *A Short History of the Jews* is a compelling blend of storytelling and scholarship that brings the Jewish past marvelously to life.

The Rights of Woman Olympe de Gouges. 1989

The Cold War in the Third World Robert J. McMahon. 2013-06-13 This collection explores the complex interrelationships between the Soviet-American struggle for global preeminence and the rise of the Third World. Featuring original essays by twelve leading scholars, it examines the influence of Third World actors on the course of the Cold War.

Geschichte und Geschehen Ludwig Bernlochner, Rudolf Henkel. 1997

Myths of Europe . 2007-01-01 *Myths of Europe* focuses on the identity of Europe, seeking to re-assess its cultural, literary and political traditions in the context of the 21st century. Over 20 authors – historians, political scientists, literary scholars, art and cultural historians – from five countries here enter into a debate. How far are the myths by which Europe has defined itself for centuries relevant to its role in global politics after 9/11? Can 'Old Europe' maintain its traditional identity now that the European Union includes countries previously supposed to be on its periphery? How has Europe handled relations with the non-European Other in the past and how is it reacting now to an influx of immigrants and asylum seekers? It

becomes clear that founding myths such as Hamlet and St Nicholas have helped construct the European consciousness but also that these and other European myths have disturbing Eurocentric implications. Are these myths still viable today and, if so, to what extent and for what purpose? This volume sits on the interface between culture and politics and is important reading for all those interested in the transmission of myth and in both the past and the future of Europe.

The Search for Modern China Janet Y. Chen, Pei-kai Cheng, Michael Elliot Lestz, Jonathan D. Spence. 2014 Jonathan D. Spence is George Burton Adams Professor of History at Yale University and author of eight acclaimed books on China. Here he has written a very readable history of this fascinating country. To understand . . . China's past there is no better place to start than Jonathan D. Spence's excellent new book.--The New York Times Book Review front page review. 136 pages of photographs.

Discovering Common Ground .

A History of Palestine Gudrun Krämer. 2011-02-22 Krämer focuses on patterns of interaction amongst Jews and Arabs (Muslim as well as Christian) in Palestine, an interaction that deeply affected the economic, political, social, and cultural evolution of both communities under Ottoman and British rule.

Ways with Words Shirley Brice Heath. 2013-09-03 This book, first published in 1983, traces language patterns and cultural differences between 'Roadville' and 'Tracton'.

Honor, Or, The Story of the Brave Caspar and the Fair Annerl Clemens Brentano, T. W. Appell. 1847

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