



The Civil Rights Struggle, African American GIs and Germany

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Part I: Recorded Interviews

A. German I lesson Plan

Introduction: In this exercise students will be reviewing some basic German vocabulary and learning about post-war German culture, as seen from the eyes of African-American GIs.

Materials: Computer capable of playing recorded interviews from website; projector or Smart Board capable of showing students how to access on-line sources about the GI project.

Question sheet for recording answers; should be collected and graded.

Timing: The length of each interview is listed on the website. I have selected two interviews—Thomas P. Stoney and Tom Ward

Instructions:

- 1) Divide students into groups of 3-4. Distribute question sheets.
- 2) Introduce students to the interviews by telling them about the materials available on the GI Project website (www.aacvr-germany.org). Show them the website and demonstrate how to select interviews by clicking on the “Oral Histories” tab below the picture at the top of the page.
- 3) Scroll down to Thomas P. Stoney and read intro material out loud. Then play interview. Ask students to fill out question sheet as they listen. Once interview is concluded, ask students to take 2 minutes to fill out responses on their sheets, then discuss. (Set a time limit – 5 minutes, for example-- and remind students when time is passing.)
- 4) Now click on Tom Wade interview. Read intro material and play interview, again reminding students to fill out sheets as they listen.
- 5) Follow the same procedures as above for small group discussions.
- 6) Initiate a class discussion. You might ask: What generalizations can you make based on these two peoples’ experiences and viewpoints? Ask students if they wish to share any other reactions. Discuss and record remarks on board.
- 7) Conclude discussion by asking students to compare and contrast Mr. Wade’s and Mr. Stoney’s remarks. For whom were the years in Germany more influential? Why do you think this?
- 8) Wrap up—Exit Pass. Asking students to record on their sheets 3 new facts they learned; 2 things they would have asked the GIs; and 1 concluding thought.

German I Worksheet: listening to GI/

Name _____ Datum _____

Listen and fill in the blanks:

1. Interview No.1: [Stoney]

Wie heißt er?

Er heißt _____.

Wie alt ist er?

Er ist _____ Jahre alt.

Wo kommt er her?

Er kommt aus _____ dem Norden/dem Süden/dem mittleren Westen der Vereinigten Staaten.

Wo wohnt er jetzt?

Er wohnt jetzt in _____.

Wann war er in Deutschland?

Er war _____ in Deutschland.

Answer in English:

How does he describe the conditions in the military when he first arrived in Germany?

How did things begin to change?

What role did the military play in changing race relations in the US?

If you had to describe this person in 5 words, what would they be?

What did he say that surprised you?

2. Interview No.2: [Ward]

Wie heißt er?

Er heißt _____.

Wie alt ist er?

Er ist _____ Jahre alt.

Woher kommt er?

Er kommt aus _____ dem Norden/dem Süden/dem mittleren Westen der Vereinigten Staaten.

Wo wohnt er jetzt?

Er wohnt jetzt in _____.

Wann war er in Deutschland?

Er war _____ in Deutschland.

Answer in English:

What were his experiences with race in the US?

What were his experiences with race in the motor pool of the US Army in Germany?

What happened at Club Cherie?

What was the Nuremberger Strasse?

How does he describe interracial dating with German women?

If you had to describe this person in 5 words, what would they be?

What did he say that surprised you?

B. German 2 lesson Plan

Introduction: In this exercise, students will be applying their newly acquired knowledge of the German past tenses.

- 1) Follow procedure for German 1, steps 1-5. Use question sheet for German 2, which asks students to answer all questions in German. (Please modify as you see fit.)
- 2) After listening to both interviews, ask students to use their responses to the questions to write a 5-7 sentence summary article in German. Remind them that they will need to use the past tense and that each student needs to produce his/her own article but encourage them to help each other. Students should work in small groups and teacher should circulate to answer grammatical and other questions.

German 2 Worksheet: listening to G1

Name _____ **Datum** _____

1. Erstes Interview

Wie heißt er?

Wie alt ist er?

Woher kommt er?

Wo wohnt er jetzt?

Wann war er in Deutschland?

Was sagt er über sein Leben in den Vereinigten Staaten?

Was sagt er über sein Leben in Deutschland?

Was sagt er über die Armee?

Was sind seine Meinungen über Rassismus?

Was waren seine wichtigsten Erfahrungen?

Notizen:

2. Zweites Interview

Wie heißt er?

Wie alt ist er?

Woher kommt er?

Wo wohnt er jetzt?

Wann war er in Deutschland?

Was sagt er über sein Leben in den Vereinigten Staaten?

Was sagt er über sein Leben in Deutschland?

Was sagt er über die Armee?

Was sind seine Meinungen über Rassismus?

Was waren seine wichtigsten Erfahrungen?

Artikel: (5-7 Sätze)

Titel: _____

Von: _____, den _____

C. German 3 lesson Plan

Introduction: In this exercise, students will be encouraged to apply their understanding of German language and post-war history and apply this understanding by focusing on questions to which they would like answers. This personalizes history and thereby gives them a unique perspective from which they can analyze and evaluate it.

Instructions:

(1) Follow the procedure for German 2.

(2) Add: Since your summary was so well received, the editor is asking you to write a follow-up article. You have been granted interviews with Mr. Ward and Mr. Stoney but, unfortunately, though you understand most of what is said, you really can't speak and certainly can't write any English. Your able assistant, who speaks fluent English, tells you to write out your questions in German and she will translate them for you. Create a question list.

German 3 Worksheet: listening to G1

Name _____ **Datum** _____

Fragen für Herrn Stoney:

1.

2.

3.

4.

5.

Fragen für Herrn Ward:

6.

7.

8.

9.

10.

German 4 lesson Plan

Introduction: In this exercise we are moving up that Bloom's hierarchy and encouraging students to "analyze," "evaluate," and "create."

Instructions:

(1) Introduce website and oral histories as above.

(2) Tell students: They are now reporters for the German daily newspaper, *Die Tageszeitung*. They have been asked by the editor to write an article about US GIs' experiences in post-war Germany. Listen to the two interviews, read the 2 transcripts (Montgomery and Barrett) and write a summary article that includes paragraphs on:

- Racial attitudes in the US South
- Racial attitudes in the military
- The impact of the desegregation order in the military
- Relationship between black GIs and German locals
- Impact of their military experiences on their own opinions about race/civil rights in US

German 4 Worksheet

Name _____ Datum _____

You are a reporter for the German daily newspaper, *Die Tageszeitung*. You have been asked by the editor to write an article about US GIs' experiences in post-war Germany. Listen to the two interviews, read the 2 transcripts (Montgomery and Barrett) and write a summary article that includes paragraphs on:

- Racial attitudes in the US South
- Racial attitudes in the military
- The impact of the desegregation order in the military
- Relationship between black GIs and German locals
- Impact of their military experiences on their own opinions about race/civil rights in US

Part II: Images

Lesson Plans for German 1-4

Introduction: Wen? Was? Wo? Wann? Wie?

This exercise helps students understand and analyze the impact of African-Americans on post-war Germany and the impact of civil rights activism in the military and abroad. Students in German 1 and 2 will review question words and simple responses, while upper level students will practice expressing viewpoints on politics and history in German.

The images are grouped into different categories:

- (A) Post-war occupation
- (B) Challenging Race Relations
- (C) The Civil Rights Movement comes to Germany

Materials: 1 copy of each image for each small group, divided into the three categories. (You may want to clearly separate the three categories of images so that each group has a folder or manila envelope labeled A, B, C. If you've got 24 students that means 6 folders containing "A" images; 6 folders containing "B" images; and 6 folders containing "C" images.)

A images: Figures 12, 13, 14, 15, 17, 19

B images: Figures 21, 25, 27

C images: Figures 30, 32, 34, 37, 49

Students should receive three rubrics for recording their responses to the images.

(Copy 2-sided)

Instructions:

1. Divide students into small groups (3-4 each). Give each group 3 folders containing the images. Tell them that they will be asked to consider them one folder at a time.
2. Introduce the first theme briefly (either in English or German, depending on the level of students and teachers' preference). Plenty of background information can be found on the website under "Images," "Oral Histories," and "Links and Lit". Below I highlight some of the most important background info for each category.
3. Begin with Post-war Occupation- You may want to write the word "Besatzung" on the board. Instructor could mention that after Germany's defeat in WWII in 1945, Germany was divided into 4 sectors—British, French, US and USSR—but that the US took the leading role among the western powers. The US army liberated concentration camps, oversaw food distribution and provided assistance to locals. You may want to point out that the images give a sense of the devastation of the cities and the horrors of the Holocaust and place African Americans in the center of this chapter of history.

4. Tell students to consider the images and pass them around. Each time, students should record their impressions on the sheet. Make sure to give a time limit for this (10 minutes, perhaps)
5. Challenging Race Relations- Truman issued a decree to integrate the armed services in 1947. There are many debates about how and why this occurred at this time, but it seems clear that African-Americans had fought, often with great distinction, and that the persistence of a two-tiered justice system and segregation flew in the face of the US government's claim to be an example of democracy and equality for the people of Europe. Nevertheless, as soldiers' testimonies suggest, integration and equality came slowly to the armed services. An especially controversial area both within the army and for local Germans was the relationship between Black servicemen and white German women. The images can lead to a discussion about interracial dating and marriage, still prohibited throughout the Jim Crow South at this time. Students should be encouraged to discuss what they may have learned in American history classes about the South and/or the military at this time in history. (You may also want to point out that in the 1950s Black servicemen were referred to as "Negros" or, in German, "Neger," terms that later (in the 1970s) were deemed racist.
6. Again, give students 10 minutes to look at the images and discuss.
7. Civil Rights- I like to begin the discussion of these images by reading a brief excerpt from the 1970 Defense Dept. report on the state of race relations in the military in Europe. You might mention that at this time, the country had been wrenched apart by movements against the Vietnam War and the radicalization of the Civil Rights movement by the Black Panthers. These rifts were playing out in the military as well, and were, as the report suggests, the military's primary concern. The images show how the Civil Rights movement, and then the radicalization of the Black power movement came to Germany.
8. Give students 10 minutes to look at images and discuss.
9. Wrap up by summarizing main points.

Background Aid:

Excerpts from a Defense Dept. report on US Military Race Relations in Europe, 1970: (Full doc can be found at www.aacvr-germany.org website)

Note: The report was based upon interviews and discussions with 5600 military personnel in Europe, almost all in Germany.

...

“In our pre-trip planning we fairly accurately enumerated the problem areas on the basis of prior experience and more recent communications from the field: promotions, discrimination in administration of military justice, lack of significant awareness concerning the black revolution and the thrust for identity, complaints concerning work assignments and details, impairment in the system of communications, the display of offensive symbols, flags and emblems.

The new discovery was one of degree and intensity. We found a higher level of frustration and anger among blacks than was anticipated. We were aware of their general concerns and were aware of the racial unrest, tensions and conflict. We did not anticipate finding such acute frustration and such volatile anger as we found among the blacks, nor did we expect to find a somewhat lower level of frustration clearly evidenced by young whites.

...

There is no problem or situation at the present time in the Armed Forces which requires any more resourcefulness of a commander and his leadership capabilities than that of race relations.

...

Part III: Political Cartoons

Lesson Plans for German 1-4

Introduction:

This lesson can be used at all levels. (Upper level students should be encouraged to record answers and discuss in German.)

Materials: Multiple copies of each cartoon. (These are: Figures 3, 4, 5, 23, 24. Number them 1-5). Copies of rubric, 1 for each student.

Instructions:

1. Number and make multiple copies of each cartoon and separate into piles on desk/table. Tell students that there are 5 cartoons in total and they should examine each and answer the questions on the cartoon analysis rubric.
2. Once they are through looking at a cartoon, they should come and get another or trade with a neighbor until they've looked at and analyzed all 5. Once everyone is done, discuss as a class. Record responses to each cartoon on the board. (If you've got one, use a doc camera or project copies of the cartoons while the class discusses them so that they are reminded of the images.)

Worksheet: Political cartoons

Name _____ **Datum** _____

Politische Karikaturen

1. What is the event or issue that inspired the cartoon?
2. Are there any real people in the cartoon? Who is portrayed in the cartoon?
3. Are there symbols in the cartoon? What are they and what do they represent?
4. What is the cartoonist's opinion about the topic portrayed in the cartoon?
5. Do you agree or disagree with the cartoonist's opinion? Why?

Karikatur #1

Karikatur #2

Karikatur #3

Karikatur #4

Karikatur #5

Part IV: Quotes

General Instructions for all levels:

Create packets containing quotes for each small group in your class (3-4 students/group)

German One: All 4 quotes in English.

German Two: EDITORIAL and WALTER PATRICE in German.

German Three: WALTER PATRICE, ANDREW BOWMAN, and WILLIAM GARDNER SMITH in English.

German Four: Article "Rassismus, Amerikas größter Exportartikel," Frankfurter Allgemeine Zeitung, 14. Oktober 2009.

Lesson Plan for German 1

Part 1: Divide class into groups. Give a copy of quotes 1-3 (in English) to each group. Students are told they have 5 minutes to discuss the quotes. One person should read aloud. Discussion follows. After each person has had a chance to share his/her reaction, next quote is read.

When 5 minutes have passed, ask students if they need more time. If not, take up one quote at a time and ask the class the following questions in German: Wie heisst der Soldat? Woher kommt er? Hat ihm Deutschland gefallen?

Part 2: Ask each student to write a brief statement in German using some of the following new vocabulary words:

die Diskriminierung—discrimination

die Beschimpfung- verbal abuse

schwierig- difficult

schwieriger- more difficult

ein schwarzer Soldat- black soldier

ein weisser Soldat- white soldier

kämpfen- to fight (battle)

plaudern- to chat/socialize

Then ask students to share their responses.

Lesson Plan for German 2

Translation exercises. Introduce these exercises by emphasizing that the best approach to translating is not to take each statement word for word but to read an entire sentence and think about how one would say this in German, to say it as someone would if they were speaking to a German audience. What does the speaker mean? Which phrases, word order, idioms are closest to what a German would say?

Skills practiced: Reading; basic vocabulary review; review of question words and word order; using dictionary (if needed)

Ask students to translate quotes from German into English. They can look up any words they do not know.

1. Quote from EDITORIAL in *Chicago Defender* a Black newspaper:
“Warum kann ein schwarzer Soldat neben einem weißen Soldat im Krieg dem Tode ins Gesicht starren, aber kann immer noch nicht neben ihm sitzen und plaudern, wenn der Krieg vorbei ist?”

Then ask students to think, pair, and share for 2 minutes: Was will der Autor mit diesem Satz sagen?

2. Quote from WALTER PATRICE:
“Es war viel schwieriger in den USA zu leben als in Europa. Wissen Sie, man kann von den Raketen aus Aachen in Deutschland wegrennen und sich verstecken. Aber man konnte von den Beschimpfungen, die man sich in Alabama, Georgia, Mississippi anhören mußte, nicht wegrennen und sich verstecken.”

Ask students to come up with a question in German for Mr. Patrice about his experience in Germany. They must use the past tense and indicate knowledge of the time period. Think, pair, share and turn in.

Lesson Plan for German 3

Translation exercises. Introduce these exercises by emphasizing that the best approach to translating is not to take each statement word for word but to read an entire sentence and think about how one would say this in German, to say it as someone would if they were speaking to a German audience. What does the speaker mean? Which phrases, word order, idioms are closest to what a German would say?

Skills practiced: Vocabulary review; making comparisons; verb forms and tense (reflexive, modal auxiliaries, infinitives; imperfect; past perfect); word order; using dictionary.

Have students translate quote from WALTER PATRICE (either individually or in groups) from English into German:

Some terms you might want to give students:

Functioning- I translated this as “living”/leben

Rockets- die Raketen

Verbal abuse- die Beschimpfungen

To hide- verstecken

Can also be a “fill in the missing words” exercise:

“Es war viel _____ (more difficult) in den USA zu _____ (to live) _____ (than) in Europa. _____ (You know) man kann von den Raketen aus Aachen in Deutschland _____ (to run away) und _____ (to hide—refl.). _____ (But) man konnte von den Beschimpfungen, die man sich in Alabama, Georgia, Mississippi anhören _____ (had to), nicht wegrennen und sich verstecken.”

When it looks as though students have finished, ask them how they translated:

1. You know
2. Coming out of
3. The kind of (hint: not translating word for word – translating the meaning of words in context-- may mean dropping words!)

Ask students to share translations with the class and discuss any remaining issues.

Next, ask students to translate quote from ANDREW BOWMAN from English into German:

Some terms:

civilian population- die Zivilbevölkerung

take their discharge in Europe- nach der Entlassung in Europa bleiben

KEY: “Wir wurden besser von der Zivilbevölkerung behandelt als wir in Amerika behandelt wurden. Wissen Sie, in unserem Land konnten wir nicht einen Hotdog kaufen wenn wir unser Uniform trugen, mussten wir hinten im Bus fahren wenn wir unser Uniform trugen. ... Deswegen blieben viele Schwarze nach ihrer Entlassung in Europa. Sie sagten, Schau, es gibt nichts in Amerika für mich.”

When it looks as though students have finished, ask students how they translated:

1. better ... than
2. See
3. the back of
4. That is why
5. ain't nothing

Then ask if any students would like to share their translation. Take a few minutes to discuss.

Next, ask students to translate quote from WILLIAM GARDNER SMITH into German:

Some terms:

the conqueror – der Eroberer

the defeated (noun)- die Besiegten

to occupy- besetzen

KEY: “Wissen Sie, wie es für einen Schwarzen unter den “Eroberern” ist statt unter den Besiegten? Wir lernten darüber zum ersten Mal, als wir Deutschland besetzten und niemand von uns wurde damit fertig. Wir werden nie zu den alten Verhältnissen zurückkehren. Wir waren gleichberechtigt, sogar noch mehr als die Deutschen.”

When it looks as though students have finished ask, How did you translate:

1. what it's like
2. Negro
3. among
4. instead of
5. about it
6. for the first time
7. when we
8. none of us
9. ever got over it
10. go back to the old way (this is a tricky one!!! I think there are many possible responses. In addition to my translation, you might also say: Wir gehen nie zurück zu, wie es war. / Wir koennen nie, wie vorher weitermachen.)

Ask students to share their translations and discuss.

Lesson Plan for German 4

Translate and create!

Introduce these exercises by emphasizing that the best approach to translating is not to take each statement word for word but to read an entire sentence and think about how one would say this in German, to say it as someone would if they were speaking to a German audience. What does the speaker mean? Which phrases, word order, idioms are closest to what a German would say?

Ask students to read and translate the article, “Rassismus, Amerikas größter Exportartikel,” *Frankfurter Allgemeine Zeitung*, 14. Oktober 2009. (on the aacvr website under “Press”). This article focuses on the controversial reactions to the exhibit in the US and in Germany.

Once students have translated the article, ask them to write a “4:3:2:1 response” to it in German— (4 new German words: 3 new facts: 2 new ideas: 1 question).
Discuss.

GI Quotes—Duplicate and cut:

“We were treated better by the civilian population than we were treated in America. See, in our country we could not buy a hotdog when we were in uniform, had to ride in the back of the bus when we were in uniform. ... That is why a lot of blacks took their discharge in Europe. They said, look, ain't nothing in America for me.”

Andrew Bowman, US Air Force veteran, Detroit, MI (BOF, 45)

“Wir wurden besser von der Zivilbevölkerung behandelt als wir in Amerika behandelt wurden. Wissen Sie, in unserem Land konnten wir nicht einen Hotdog kaufen wenn wir unser Uniform trugen, mussten wir hinten im Bus fahren wenn wir unser Uniform trugen. ... Deswegen blieben viele Schwarze nach ihrer Entlassung in Europa. Sie sagten, Schau, es gibt nichts in Amerika für mich.”

Andrew Bowman, US Air Force Veteran, Detroit, MI (BOF, 45)

“ ‘ So you know what it’s like for a Negro to be among the ‘conquerors’ instead of the defeated? We learned about it for the first time when we ‘occupied’ Germany and none of us ever got over it. We’ll never go back to the old way again. ... we were equal, in fact more equal than the Germans.’”

William Gardner Smith, author of *Return to Black America* (BOF, 54)

“Wissen Sie, wie es für einen Schwarzen unter den “Eroberern” ist statt unter den Besiegten? Wir lernten darüber zum ersten Mal, als wir Deutschland besetzten und niemand von uns wurde damit fertig. Wir werden nie zu den alten Verhältnissen zurückkehren. Wir waren gleichberechtigt, sogar noch mehr als die Deutschen.”

William Gardner Smith, Autor von *Return to Black America* (BOF, 54)

“Why is it that a Negro soldier can face death alongside a white soldier in the heat of battle but still can’t sit alongside him and fraternize when the war is over?”

Editorial in *Chicago Defender*, 1950 (BOF, 55)

“Warum kann ein schwarzer Soldat neben einem weissen Soldat im Krieg dem Tode ins Gesicht starren, aber kann immer noch nicht neben ihm sitzen und plaudern, wenn der Krieg vorbei ist?”

Leitartikel in *Chicago Defender*, 1950 (BOF, 55)

“It was much more difficult functioning in the US than it was in Europe. You know you could run and hide from rockets coming out of Aachen, Germany. But you couldn’t run and hide from the kind of verbal abuse you got in Alabama, Georgia, Mississippi.”

Walter Patrice, WWII veteran, Poughkeepsie, NY, (www.aacvr-germany.org/oralhistory)

“Es war viel schwieriger in den USA zu leben als in Europa. Wissen Sie, man kann von den Raketen aus Aachen in Deutschland wegrennen und sich verstecken. Aber man konnte von den Beschimpfungen, die man sich in Alabama, Georgia, Mississippi anhören mußte, nicht wegrennen und sich verstecken.”

Walter Patrice, Veteran des 2. Weltkriegs, Poughkeepsie, NY, (www.aacvr-germany.org/oralhistory)

Part V. Articles About the Exhibit

German 1-4: Paideai Style seminar.

Instructions: Have students read the article from the English language German newsletter, *The Atlantic Times*, entitled: “Should They Be Allowed? What happens when German historians research racism in America?” (available on the website under “Press”) either in class or at home. Using paideai methods (see <http://www.learnnc.org/lp/editions/paideia/6926>), have students discuss the question asked in the title. As a ticket out, ask students to write a post-discussion analysis containing (1) two points they found especially interesting and (2) one question or issue they’d like to know more about.

You may also choose to discuss the following quotes from the exhibit organizer, Professor Maria Hoehn.

Quotes are from Maria Hoehn, *GIs and Fräuleins* and *Breath of Freedom*:

“Until the mid-1960s, the American military in Germany resisted intervening on behalf of African American soldiers for fear that such actions would force the military to intercede in the communities surrounding the military bases in the United States, especially the American South.” (102)

Does this statement surprise you? Does it correlate to what you’ve learned about the American South at this time? Did it surprise you to find that white American soldiers and officers attempted to perpetuate segregationist and racist policies on and near the military bases in Germany?

What does she mean when she says the experience of black soldiers’ experiences in 1950s Germany was “multifaceted” (103)?

Discuss:

“The fact that many black soldiers experienced their time in Germany as a moment of liberation probably says more about the level of discrimination that blacks faced in the United States than about German racial tolerance during this period.” (Quoted from *GIs and Fräuleins*, 103)

“Race is my problem, not the Russians, not Vietnam, Jordan, nor maneuvers. I just worry about keeping my troops—black and white—from getting at one another.” (White noncommissioned officer (NCO) in Germany, quoted from *Breath of Freedom*, 145)

Additional materials for lessons using documents on the website:

(1) Analyse eines Dokuments

(2) Background Handout- US military bases in W. Germany

Analyse eines Dokuments

Titel:

Datum:

Kurze Beschreibung des Dokuments:

Historischer Hintergrund:

Was ist das Wichtigste, was du in diesem Dokument gelernt hast? (Gib drei Beispiele.)

1.

2.

3.

Deine Meinung: Was ist der interessanteste Satz/Sätze dieses Dokuments? Schreib den Satz hier (Vergiss die “ “ nicht!)

Was ist an diesem Zitat so interessant?

Schreib eine kurze Zusammenfassung des Dokuments. Warum soll man es unbedingt lesen, um die damalige Zeit besser zu verstehen?

(Background handout)

Name _____ Datum _____

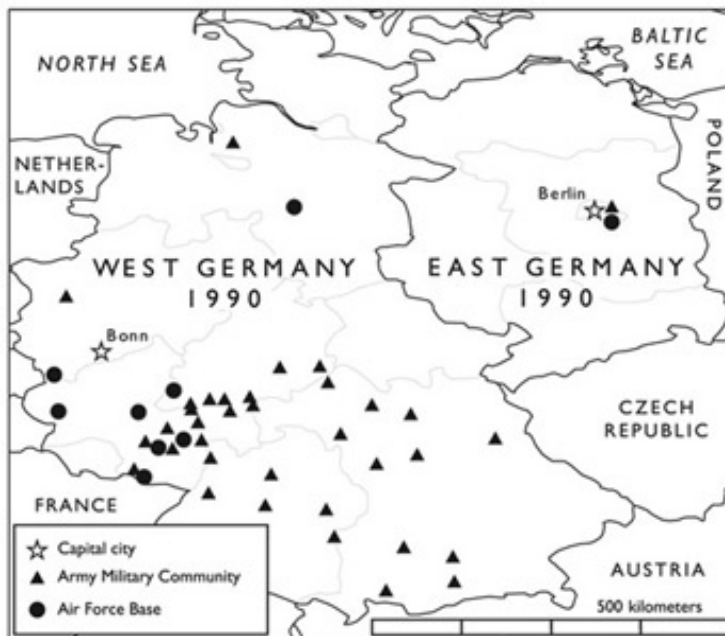
Introducing the topic: GIs in Germany

Source: <http://aacvr-germany.org> Check out this website for much more on this topic!! Click on hyperlink in text on homepage to get more information on location of army bases and life on and off these bases.

Consider this statement:

“Between 1945 and the end of the Cold War, some 15-20 million American soldiers, families, and civilian employees lived in Germany. Between 2-3 million of those Americans were African American.” (Maria Höhn)

There were 47 Military Bases in West Germany and Berlin. Some major bases were located near Berlin (West), Munich and Frankfurt but most soldiers were stationed in rural areas in the southwestern parts of Germany and lived mostly in the barracks also known as “little Americas.”



US Military bases in Germany, 1990 (by Meg Stewart)