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"Derek Zumbro chronicles this key military campaign from a unique and fresh perspective - that of the defeated German soldiers and civilians caught in the final maelstrom of the war's western front." "Zumbro chronicles the relentless assault on the Ruhr Pocket through German eyes, as the Allied juggernaut battered the region's cities, villages, and homes into submission. He tells of children pressed into service by a desperate Nazi regime - and of even more desperate parents trying to save their sons from sacrifice at the eleventh hour. He also tells of unspeakable conditions suffered by foreign laborers, POWs, and political opponents in the Ruhr Valley and of the mass graves that gave Allied soldiers a grisly new understanding of their enemy." "Zumbro also recounts the story of Field Marshal Walter Model's final hours. His eventual suicide effectively ended the existence of the Wehrmacht's once-formidable Army Group B after being pursued, methodically encircled, and finally destroyed by U.S. and British forces. Through interviews with surviving members of Model's former staff, Zumbro has uncovered the attitudes of beleaguered officers that official records could never convey." "Other interviews with former soldiers reveal the extent to which Allied bombing contributed to the rapid deterioration of German combat effectiveness and tell of civilians begging soldiers to abandon the war. Zumbro's research reveals the identities of specific characters discussed in previous works but never identified, describes the final hours of German officers executed for the loss of the bridge at Remagen, and offers new insight into Model's acquiescence to Hitler in military affairs."--BOOK JACKET. Many people have spent their childhood and youth in a Children's Home, an asylum, a youth center, approved school or another similar facility. And many cannot let go of the experience and are looking for connections into the past. Or for a variety of reasons, they are looking for a temporary or permanent home accommodation. Whether it is an active facility or one closed already - the confusion and mix-up is great. Either one cannot find any information or one only finds unclear results. For this reason, we have compiled this directory of asylums which lists nearly 10000 homes and other facilities in about 10 categories. From children's homes, youth housing, disabled homes, home schools to normal dormitories, everything is represented. In addition, you will find archive entries for closed facilities. This also includes children's homes and youth employment centers in the former GDR. Many, now closed, children's homes have been restructured and reopened under new names and sponsors. This is an exhaustive guide to family history sources in German archives at every level of jurisdiction, public and private. Anyone searching for data about people who lived in Germany in the past need only determine which archives today have jurisdiction over the records that were created by church or state institutions. Vols. for 1956-include a separately paged section: Directory of organizations, associations and institutions. This book examines scriptural authority and its textual and visual instruments, asking how words and images interacted to represent and by

representing to constitute authority, both sacred and secular, in Northern Europe between 1400 and 1700. "The Gestapo came for Lotte Schloss in October 1942 in Berlin; she was to join her parents in a "resettlement" to the "East." Realizing that to comply would likely prove fatal, she escaped with the help of her future husband, Herbert Strauss. After months in hiding, she reached Switzerland in May of 1943 and was reunited with Herbert."--BOOK JACKET. This book tells the story of the Levite branch of the Windmueller family from 1680 to 1980. It is the translation and continuation of the *Chronik der Familie Windmüller*, the original, 147 page family history, completed and published by Fred Walter Windmueller just before he left Germany in 1938. This volume on intercultural biblical interpretation includes essays by feminist scholars from Botswana, Germany, New Zealand, Nigeria, South Africa, and the United States. Reading from a rich variety of socio-cultural locations, contributors present their hermeneutical frameworks for interpretation of Hebrew Bible texts, each framework grounded in the writer's journey of professional or social formation and serving as a prism or optic for feminist critical analysis. The volume hosts a lively conversation about the nature and significance of biblical interpretation in a global context, focusing on issues at the nexus of operations of power, textual ambiguity, and intersectionality. Engaged here are notions of biblical authority and postures of dissent; women's agency, discernment, rivalry, and alliance in ancient and contemporary contexts; ideological constructions of sexuality and power; interpretations related to indigeneity, racial identity, interethnic intimacy, and violence in colonial contexts; theologies of the feminine divine and feminist understandings of the sacred; convictions about interdependence and conditions of flourishing for all beings in creation; and ethics of resistance positioned over against dehumanization in political, theological, and hermeneutical praxes. Through their textual and contextual engagements, contributors articulate a broad spectrum of feminist insights into the possibilities for emancipatory visions of community.

Unveränderter Nachdruck der Originalausgabe von 1861. Der Band versammelt Beiträge, die eindeutig einen theologischen Paradigmenwechsel in den Jahrzehnten nach dem Zweiten Weltkrieg belegen. Evangelische, katholische und jüdische Expertinnen und Experten aus unterschiedlichen theologischen Fachrichtungen wie der alt- und neutestamentlichen Bibelwissenschaft, der Liturgiewissenschaft, der feministischen und systematischen Theologie sowie der Judaistik zeichnen den Wandel von antijüdischer Polemik hin zu einem respektvollen Dialog mit dem Judentum facettenreich nach. Die Publikation gibt zudem Einblick in die biografische Entwicklung der involvierten Forschenden und bietet damit ein Stück reflektierter Theologiegeschichte. Der Sammelband dokumentiert die Beiträge des internationalen Forschungskolloquiums "Der 'jüdisch-christliche' Dialog verändert(e) die Theologie. Ein Paradigmenwechsel aus ExpertInnensicht", das im Rahmen des FWF-Projektes "Die Hebräische Bibel im 'jüdisch-christlichen' Dialog

in Österreich und Deutschland nach 1945“ am 4. und 5. April 2014 an der Katholisch-Theologischen Fakultät der Karl-Franzens-Universität Graz stattfand. Examensarbeit aus dem Jahr 2008 im Fachbereich Geowissenschaften / Geographie - Didaktik d. Geographie, Note: 2,7, Westfälische Wilhelms-Universität Münster, 63 Quellen im Literaturverzeichnis, Sprache: Deutsch, Abstract: 1. Einleitung Typisch: Der Lehrer nimmt den Bach durch. Er zeigt ein Bild. Er zeichnet an die Wandtafel. Er beschreibt. Er schildert. Er erzählt. Er schreibt auf. Er diktiert ins Heft. Er gibt eine Hausaufgabe. Er macht eine Prüfung. Hinter dem Schulhaus fließt munter der Bach vorbei. Vorbei. So wie in diesem Gedicht verläuft auch heute noch häufig der Sachunterricht in Grundschulen. Es wird zu oft der Gang in die Natur oder ein Besuch der näheren Umgebung der Schule gescheut. Dabei ist es besonders wichtig, den Schülern ihre Lebensumwelt näher zu bringen und sie ihnen zu erklären. Bereits die Untersuchungen Piagets zeigten, dass Kinder im Grundschulalter die direkte Auseinandersetzung mit der Umwelt für den Verstehensprozess brauchen, um dadurch ihr Wissen besser entwickeln zu können. Hinzu kommt, dass die neuen, ständigen Veränderungen der Lebensumwelt die Gelegenheiten für aktive, verantwortungsvolle Betätigungen der Kinder in ihrer Freizeit stark reduzieren. So ist es für Kinder heutzutage schwieriger, Primärerfahrungen im Bereich Familie oder Natur zu sammeln. Sie erhalten ihre Informationen größtenteils aus den neuen Medien, wie Fernseher, Computer oder Internet, und verlieren dadurch den Realitäts- und Praxisbezug zu vielen Dingen. Gewöhnen sich Kinder erst einmal an eine Aneignung von Wissen durch technische Bilder, werden die Entwicklung der Fantasie und die Denktätigkeit gehemmt. Mit der Veränderung der Lebensumwelt geht auch ein stetiger Wandel der Gesellschaft einher. Durch Verbote oder die Einengung des natürlichen Bewegungsdrangs wird außerdem der Entdeckungsdrang der Kinder und weitere ihrer eigenen Entfaltungsmöglichkeiten eingeschränkt, obwohl die „Voraussetzungen für einen erfolgreichen Lernprozess [...] Phasen der Aktivität und Passivität sowie tägliche Bewegung“ sind. Die Lehrpläne der Bundesländer fordern deshalb als methodisches Ziel die originale Begegnung des Kindes mit dem Lerngegenstand. Schließlich haben Untersuchungen ergeben, dass der Mensch sich „ungefähr 10% neuen Wissens durch Lesen, 20% durch Hören, 30% durch Sehen, 50% durch Sehen und Hören, 80% durch eigenes Sprechen und 90% durch eigenes Handeln“ aneignet. Diese Methoden zielen auf einen handlungsorientierten, offenen Unterricht ab, der zu einem entdeckenden Lernen führen und nicht nur im Klassenzimmer stattfinden soll. Includes entries for maps and atlases.

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