

Leah Richards
Bellarmino University
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Title: Discovering Historical Mainz, Germany

Intended Level: High School

Guiding Question: What historical sites in Mainz, Germany attract tourists?

Activity Summary: The city of Mainz in Germany is a historically rich place to visit. Students will determine what historical sites they feel are the most important for tourists to visit while in Mainz. Students will at the same time learn of the rich history of Mainz, Germany as they use some or all of the following resources provided in the Mainz, Germany Culture Kit:

- *Mainz: Pictures of a Beloved City*
- Mainz city maps
- *Rheinland Pfalz: A Portrait*
- *The Germany City Experience 2001/2002*
- *Europe's Noblest River: The Rhine*
- Mainz Museums
- *Treffpunkt Mainz* (a video)
- Destination Germany 2001: Planning Your Trip
- The Best of Germany

Task: In groups of 4 or 5, students will evaluate resources in the Mainz, Germany Culture Kit as well as website resources to develop ideas for what historical sites they would include in a travel brochure for tourists to Mainz. The students will create a brochure that highlights the historical sites they have determined tourists should visit while in Mainz. The brochures will include pictures, facts and significance about the historical sites, and will be original.

KY World Language Content:

WL-H-2.2.B4 *Recognize and identify some contributions and beliefs of target culture(s) as reflected in its products and contributions.*

WL-H-2.2.D3 *Describe some expressive forms of culture.*

WL-H-3.2.D1 *Analyze and apply information from sources intended for native speakers.*

KY Core Content for Assessment:

SS-H-4.1.3 *The location and distribution of human features on Earth's surface are based on reasoning and pattern.*

SS-H-4.2.1 *Places and regions serve as meaningful symbols for individuals and societies.*

SS-H-4.2.3 *People can develop stereotypes about places and regions.*

Steps for Planning and Implementing:

1. Teacher uses resources from Mainz, Germany Culture Kit to introduce the city to students. He or she starts by showing the class a picture book—*Mainz: Pictures of a Beloved City*.
2. Teacher divides students into small groups of 4 or 5. Teacher explains their assignment to create a brochure for tourists of the historical sites of Mainz using the available resources from the Culture Kit. Teacher also hands out rubric for the assignment.
3. Students evaluate the resources to find historical sites to include in their brochure. Students will also use websites, encyclopedias, and other available resources to conduct their research.
4. Students will work together to compile information and ideas for their brochure. If there is enough time, teacher will ask students to share some historical sites they have found and some ideas they have developed during brainstorming.
5. **[Performance Task] Students will use cooperative learning skills to begin brainstorming ideas and researching for their brochure assignment on the historical sites of Mainz, Germany.**

Resource Websites:

www.germany-tourism.de/275

www.travel-library.com/Europe/germany/index.html

www.europe-today.com/germany

www.odci.gov/cia/publications/factbook/geos/gm.html

Rubric:

Making A Brochure : Mainz, Germany

Teacher Name: **Mrs. Richards**

Student Name: _____

CATEGORY	4	3	2	1
Content - Accuracy	All facts in the brochure are accurate.	99-90% of the facts in the brochure are accurate.	89-80% of the facts in the brochure are accurate.	Fewer than 80% of the facts in the brochure are accurate.
Graphics/Pictures	Graphics go well with the text and there is a good mix of text and graphics.	Graphics go well with the text, but there are so many that they distract from the text.	Graphics go well with the text, but there are too few and the brochure seems "text-heavy".	Graphics do not go with the accompanying text or appear to be randomly chosen.
Attractiveness & Organization	The brochure has exceptionally attractive formatting and well-organized information.	The brochure has attractive formatting and well-organized information.	The brochure has well-organized information.	The brochure's formatting and organization of material are confusing to the reader.
Sources	Careful and accurate records are kept to document the source of 95-100% of the facts and graphics in the brochure.	Careful and accurate records are kept to document the source of 94-85% of the facts and graphics in the brochure.	Careful and accurate records are kept to document the source of 84-75% of the facts and graphics in the brochure.	Sources are not documented accurately or are not kept on many facts and graphics.