

1.3 ROAD TRIP ACROSS GERMANY

How can geographic features and human-made landmarks provide insights into a country’s unique cultural history?

<p>C3 Framework Indicator</p>	<p>D2.Geo.5.6-8. Analyze the combinations of cultural and environmental characteristics that make places both similar to and different from other places.</p> <p>D2.Geo.10.6-8. Analyze the ways in which cultural and environmental characteristics vary among various regions of the world.</p>	
<p>Staging the Compelling Question</p>	<p>Students will research German <i>Länder</i> (states) and develop a travel itinerary to visit well-known German human-made landmarks and geographic features of their choice.</p>	
<p>Supporting Question 1</p>	<p>Supporting Question 2</p>	<p>Supporting Question 3</p>
<p>What are some of the unique geographic features that define each German <i>Land</i>?</p>	<p>What are some of the unique human-made landmarks that define each German <i>Land</i>?</p>	<p>What do the patterns in the geographic features and human-made landmarks that you see tell you about Germany?</p>
<p>Formative Performance Task</p>	<p>Formative Performance Task</p>	<p>Formative Performance Task</p>
<p>Students will review the <i>Länder</i> of Germany before researching geographic features in the <i>Land</i> (state) that was assigned to them.</p>	<p>For this Artful Thinking activity, choose and display an image of a famous human-made landmark in Germany and ask students the provided questions before they do their own research.</p>	<p>Students will analyze and discuss geographic and cultural patterns. Next students will plan their trip across Germany by completing the My Travel Itinerary: Germany handout.</p>
<p>Featured Sources</p>	<p>Featured Sources</p>	<p>Featured Sources</p>
<p>Source A: Handout 1.3.2</p> <p>Source B: Handout 1.3.3</p> <p>Source C: Kids Learning Tube</p>	<p>Source A: Handout 1.3.3</p> <p>Source B: Handout 1.3.4</p> <p>Source C: Artful Thinking</p>	<p>Source A: Handout 1.3.5</p> <p>Source B: Handout 1.3.6</p> <p>Source C: Euro vs. Dollar</p>
<p>Summative Performance Task</p>	<p>Argument: Construct an argument (e.g., detailed outline, poster, essay) that addresses the compelling question using specific claims and relevant evidence from historical or contemporary sources while acknowledging competing views.</p> <p>Extension: Research and create a travel poster promoting tourism.</p>	
<p>Taking Informed Action</p>	<p>Understand: Frequently, a region or state has been influenced by landmarks that are unique to the area.</p> <p>Assess: Research unique landmarks in your area.</p> <p>Act: To foster interest in these landmarks, sponsor a “Landmark Day” to encourage classmates to learn about some overlooked yet vital cultural landmarks in their state.</p>	

❓ COMPELLING QUESTION

- How can geographic features and human-made landmarks provide insights into a country's unique cultural history?

INQUIRY OVERVIEW

Students will research German *Länder* (states) and develop a travel itinerary to visit well-known German human-made landmarks and geographic features of their choice.

TEACHER BACKGROUND

Each *Land* (state) in Germany has unique geographic features and human-made landmarks.

The flat plain of northern Germany is home to countless lakes, marshes, and estuaries. The region is drained by a vast network of rivers such as the Rhine, Ems, Weser, Elbe, and Oder. Due to its long coastline, northern Germany also has major ports in Bremen and Hamburg. The *Länder* located in northern Germany are Lower-Saxony, Schleswig-Holstein, Mecklenburg-Vorpommern, Saxony-Anhalt, Berlin, Hamburg, Bremen, and Brandenburg. The largest cities of northern Germany are Berlin, Hamburg, Bremen, Schwerin, Potsdam, Hannover, Kiel, and Magdeburg. Famous geographic features and human-made landmarks include the Wadden Sea, North Sea, Baltic Sea, the Mecklenburg Lake Plateau, the Spree, the Weser, the Brandenburg Gate, the Elbphilharmonie, the Reichstag, and Bremen Roland.



The central region of Germany is marked by low mountain ranges such as the Eifel, the Ore, and the Harz. Here the Main River flows east to west and empties into the Rhine. *Länder* in the central region are North Rhine-Westphalia, Rhineland-Palatinate, Saarland, Hesse, Thuringia, and Saxony. The major cities are Düsseldorf, Wiesbaden, Cologne, Bonn, Erfurt, Dresden, and Leipzig. Famous geographic features and landmarks include the Bastei, the Cologne Cathedral, the Lorelei, the Rhein, and the Brocken.

Southern Germany is known for its mountainous landscape and its vast forests. The Zugspitze is the highest point in Germany at an elevation of 9,718 feet (2,962 meters). The Swabian Jura is famous for its rich archeological finds such as the Lion-man. *Länder* include Baden-Württemberg and Bavaria. The largest cities are Munich, Stuttgart, Nürnberg, Karlsruhe, Mannheim, and Augsburg. Among the most famous human-made landmarks and geographic features are the Alps, Lake Constance, the Danube, the Black Forest, and the Walhalla Memorial.

 **TIME:** Two or three 45-minute class periods

INSTRUCTIONAL RESOURCES

- Berlin Landmarks Game (**PowerPoint 1.3**)
- Vocabulary Square (**Handout 1.3.1**)
- *Länder*: Geographic Features (**Handout 1.3.2**)
- Political Map of Germany (**Handout 1.3.3**)
- *Länder*: Human-Made Landmarks (**Handout 1.3.4**)
- Souvenir and Food Price List (**Handout 1.3.5**)
- My Travel Itinerary: Germany (**Handout 1.3.6**)
- "Berlin in Motion Timelapse." *Vimeo*, uploaded by photohod on 12 January 2012, <https://vimeo.com/35082497>.



www.goethe.de/top/letsexplore

- Diffen. (n.d.). Euro vs U.S. Dollar. https://www.diffen.com/difference/Euro_vs_US_Dollar.
- D-maps.com. (n.d.). Map Germany Bundesrepublik Deutschland. https://d-maps.com/carte.php?num_car=4692&lang=en.
- German National Tourist Board. (n.d.). Germany Simply Inspiring. <https://www.germany.travel/en/home.html>.
- Google. (2021). Google Travel. <https://www.google.com/travel/>.
- KidsLearningTube. (2017, January 20). German Geography/Country of Germany [Video]. *YouTube*. <https://www.youtube.com/watch?v=ieX9dHtKHcE>. (3:37)
- Thinking Palette: Artful Thinking. (n.d.). Think / Puzzle / Explore. <http://pzartfulthinking.org/?p=66>.
- Tourism.de. (n.d.). Your Germany Travel Guide. <https://www.tourism.de/>.

INTRODUCTORY QUESTION/HOOK ACTIVITY

Ask: “What is a landmark?” Have students complete the Vocabulary Square (**Handout 1.3.1**) for the term “landmark.” After students complete the vocabulary square, lead a discussion about landmarks in their state region to check for understanding.

Berlin Landmarks Game (10-15 min.)

Have students compete at finding “their” landmark in Berlin with the time-lapse video Berlin in Motion Timelapse. It helps build excitement and interest in all of the places and things there: <https://vimeo.com/35082497>. Use the Berlin Game Cards (**PowerPoint 1.3** Berlin Landmarks Game) for this activity.

Hand out the landmark cards so that each person has one. If there is time, have students get to know their landmark (study the image, practice pronouncing the word in their best German accent, make sure they can recognize the landmark when they see it) before showing the video for the first time. If your students have access to devices, you can also give them a few minutes to research the word/landmark and learn about it. First round: when you see your landmark, stand up and say the name then sit back down. If it appears several times in the video, you have to stand up and say it each time. After the first screening, trade cards and each person teaches the new owner about that landmark. For the second round: Stand up and say your original landmark (competing with the person who has it now – who can say it first?) and your second landmark (also competing with the first person who had that). Lots of movement and noise. By the end, students often feel like a part of Berlin is their very own.

? SUPPORTING QUESTION 1

What are some of the unique geographic features that define each German Land?

► Formative Performance Task

Review the names of the German *Länder* using the YouTube video German Geography/Country of Germany.

Teachers should preselect two or three unique geographic features in Germany from **Handout 1.3.2** and model how to locate and add them to the Political Map of Germany (**Handout 1.3.3**). Model for students how to measure distance on a map.

Assign each student a German *Land* to locate. Then they should add the capital as well as three or four assigned geographic features from **Handout 1.3.2** to the Political Map of Germany (**Handout 1.3.3**). Ask students to keep these questions in mind while adding the geographic features to the map:

- What makes the geographic features unique to the *Land*?
- How far are the geographic features from the nearest city?
- Are there any similarities in the geographic features?

► Resources

- *Länder*: Geographic Features (**Handout 1.3.2**)
- Political Map of Germany (**Handout 1.3.3**)
- KidsLearningTube. (2017, January 20). German Geography/Country of Germany [Video]. *YouTube*. <https://www.youtube.com/watch?v=ieX9dHtKHcE>. (3:37)

? SUPPORTING QUESTION 2

What are some of the unique human-made landmarks that define each German Land?

► Formative Performance Task

For this Artful Thinking activity, choose and display an image of a famous landmark in Germany. **Handout 1.3.4** contains a list of human-made landmarks in Germany. Ask the following:

- Why do you think this landmark is well known or famous?
- What questions do you have about this landmark?
- What does this landmark make you want to explore or learn more about?

From the handout, assign students two or three unique human-made landmarks to add to their Political Map of Germany from **Formative Performance Task 1**.

Group students with the same *Land* so that each member of the group adds additional human-made landmarks and geographic features for the *Land* to their map.

Next, regroup students so each group has at least one person representing a *Land*. The representative of each *Land* should share the capital and two or three human-made landmarks and geographic features for that *Land* so each student will have a map of varied landmarks and geographic features in each German *Land*.

► Resources

- Political Map of Germany (**Handout 1.3.3**)
- *Länder*: Human-Made Landmarks (**Handout 1.3.4**)
- Thinking Palette: Artful Thinking.(n.d.). Think / Puzzle / Explore. <http://pzartfulthinking.org/?p=66>.

? SUPPORTING QUESTION 3

What do the patterns in the geographic features and human-made landmarks that you see tell you about Germany?

► Formative Performance Task

In their groups from **Formative Performance Task 2**, ask students to analyze the maps that they created in the previous tasks and discuss what patterns they recognize. What geographic patterns do they see? What cultural and/or historical patterns can they distinguish from the human-made landmarks (religion, collective memory, traditions, architecture, etc.)? What do these patterns tell you about Germany?

Next, students will plan their trip across Germany. Using their German *Länder* map from **Formative Performance Task 2** and the Souvenir and Food Price List (**Handout 1.3.5**), students will complete the My Travel Itinerary: Germany (**Handout 1.3.6**). Teachers may choose to model Day 1 of the Travel Itinerary in **Handout 1.3.6** so students learn how to measure distance and calculate conversions of euros and U.S. dollars.

Note: If students are not familiar with euro currency, teachers can take time to briefly describe the euro and its value relative to the U.S. dollar before completing the travel activity. Information on the euro and U.S. dollar can be found in the resources below.

► Resources

- Souvenir and Food Price List (**Handout 1.3.5**)
- My Travel Itinerary: Germany (**Handout 1.3.6**)
- Diffen. (n.d.). Euro vs U.S. Dollar. https://www.diffen.com/difference/Euro_vs_US_Dollar.

✓ SUMMATIVE PERFORMANCE TASK

How can geographic features and human-made landmarks provide insights into a country's unique cultural history?

Construct an argument (e.g., detailed outline, poster, essay) that addresses the compelling question using specific claims and relevant evidence from contemporary sources while acknowledging competing views.

⊕ EXTENSION (OPTIONAL) TASK

Select one landmark or geographic feature from **Formative Performance Task 2**. Research and create a travel poster promoting tourism. Your poster must contain the following: the name of the landmark or geographic feature, its location in Germany, history and/or interesting aspects of the landmark or geographic feature, and at least two images. Be creative!

► Resources

- German National Tourist Board. (n.d.). Germany Simply Inspiring. <https://www.germany.travel/en/home.html>.
- Google. (2021). Google Travel. <https://www.google.com/travel/>.
- Tourism.de. (n.d.). Your Germany Travel Guide. <https://www.tourism.de/>.

★ TAKING INFORMED ACTION

Understand: Frequently a region or state has been influenced landmarks that are unique to the area.

Assess: Research unique landmarks in your area.

Act: To foster interest in these landmarks, sponsor a “Landmark Day” to encourage classmates to learn about some overlooked yet vital cultural landmarks in their state.

CONCEPTS LIST

- Economy
- Budget
- Itinerary
- Region
- Kilometers
- Landmark
- Geographic features
- Tourism
- Euro(s)
- *Land/Länder* (state/states)
- City state