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Title: "Welcome to Mainz!"

Intended level: High School Level

Guiding Question: What features (goods and services) attract tourism to Mainz, and how is their economy affected?

Activity Summary: Mainz has a 2000 year history. It is rich in architecture, fashion, wineries, and culture. Students will investigate the city of Mainz and the various tourist attractions. In order for students to do this, the teacher will use the various books, maps, pictures, and artifacts in the culture kit to introduce this sister city. There is also very valuable information like population, location, currency, and export/import information in the binder located in the culture kit.

Task: Individually, or in pairs, students will prepare a brochure, advertising the city of Mainz. The students will discuss several aspects of the culture of Mainz, including:

- history
- sight-seeing features
- leisure/entertainment/celebrations
- museums
- architecture
- suggested references/sites for potential tourists

Information on these items can be found in many of the books in the tool kit, including a book called *Mainz – Discovering*.

KY Core Content for Assessment:

SS-H-3.1.3 To make informed choices, consumers, must analyze advertisements, consider personal finances (including the importance of savings, investment, and use of credit), and examine opportunity cost.

SS-H-4.2.1 Places and regions serve as meaningful symbols for individuals and societies (e.g., Jerusalem, Vietnam Memorial, Ellis Island).

SS-H-4.2.3 People can develop stereotypes about places and regions (e.g., all cities are dangerous and dirty; rural areas are poor).

WL-H-3.2.B2 Use authentic sources (e.g., newspapers, magazines, TV programs) to identify perspectives of target cultures.

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

Steps for Planning and Implementing:

1. Teacher introduces Mainz, Germany to the students using the culture kit. Discuss population, picture books, *Welcome to Germany* book, maps, brochures, flags, and other resources in the culture kit.
2. Teacher highlights the above aspects for students to gather resources for their brochure.
3. Students use the internet and resources in the culture kit to gather information for their brochure (classroom participation grade).
4. Class discussion on resources found. This will be helpful to other students struggling to find enough information for their brochures.
5. Performance Task: Individually, or in pairs, students will prepare a brochure dedicated to tourist attractions and other information on Mainz. There should be at least one piece of information from each category listed above. The students should use art and color for appearance factors, and list their resources on the back of the brochure.

Resources:

A helpful search engine: www.searchenginecolossus.com

Travel information: www.travel-library.com/europe/germany/index.html
www.germany-tourism.de/275

Facts: www.odei.gov/cia/publications/factbook/geos/gm.html

University of Mainz: www.uni-mainz.de

www.europe-today.com/germany

(Websites taken from the binder in the culture kit)

(This lesson could be linked to other lessons created for the Mainz, Germany culture kit, or stand alone.)

* Rubric on following page

Making A Brochure : Welcome to Mainz, Germany!

Teacher Name: **Ms. Sacra**

Student Name: _____

CATEGORY	4	3	2	1
Knowledge Gained	All students in the group can accurately answer all questions related to facts in the brochure and to technical processes used to create the brochure.	All students in the group can accurately answer most questions related to facts in the brochure and to technical processes used to create the brochure.	Most students in the group can accurately answer most questions related to facts in the brochure and to technical processes used to create the brochure.	Several students in the group appear to have little knowledge about the facts or technical processes used in the brochure.
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.
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.
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.
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.