

Book: *Germany*

Chapter One: The Landscape

Subject area(s): Social Studies

Amount of time needed: Two 40-minute periods

Objectives: At the end of this lesson, students will be able to:

- 1) Recognize and recreate the political boundaries and physical features of the nation of Germany.

Materials needed:

- ✓ Play-Doh, clay, or salt dough (3:1:1 ratio of flour, salt, & water)
- ✓ Cardboard
- ✓ Markers
- ✓ Toothpicks
- ✓ Paper
- ✓ Tape

Activities:

- 1) The teacher will briefly review the information in the text concerning the major aspects of Germany's landscape.
- 2) Students will break up into groups of two or three and create topographic maps of Germany. The maps should include labeled line drawings of bordering countries and bodies of water. Germany should be three dimensional, showing the plains region and the different mountainous regions. The maps should include the information from the Quick Facts, on page 14, either using flags made of toothpicks, paper, and tape or by writing it somewhere on the maps' surface.

Assessment:

- ✓ Do the maps show Germany's plains and different mountainous regions?
- ✓ Do the maps show the countries and bodies of water that border Germany?
- ✓ Is the information from the Quick Facts included in the project?

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Chapter Two: Germany's History and Government

Subject area(s): Social Studies, English Language Arts

Amount of time needed: One 40-minute period for writing and a portion of the following period for sharing

Objectives: At the end of this lesson, students will be able to:

- 1) Compose two journal entries written in two different historical periods, relating basic information about that period.

Materials needed:

- ✓ Writing materials

Activities:

- 1) Students will write journal entries from the point of view of an individual living in Germany during a historical period other their own. Students should choose two specific dates from two distinctly different periods. For each date, they should pretend that they lived at that time and write a brief journal entry describing the world that they lived in at that time, including wars, government, and other political or religious events.
- 2) The teacher should circulate and choose a selection of the journal entries from throughout German history and have students share their entries.

Assessment:

- ✓ Do the journal entries include a specific date with information that matches that date describing the world that they lived in at that time, including wars, government, and other political or religious events?

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Chapter Three: The Economy

Subject area(s): Social Studies, Art

Amount of time needed: One 40-minute period

Objectives: At the end of this lesson, students will be able to:

- 1) Construct a poster describing the economy of Germany.
- 2) Name major industries, agricultural products, import and export commodities, and the country's special challenges.

Materials needed:

- ✓ Poster board or large pieces of paper
- ✓ Markers
- ✓ Old magazines or computers with Internet access
- ✓ Scissors
- ✓ Glue

Activities:

- 1) The teacher will divide students into groups of three or four and ask each group to create a poster describing the economy of Germany. The students should include both text and pictures, which should be hand drawn, clipped from old magazines, or taken from the Internet, to create an informational and attractive poster. The posters should show which industries and agricultural products are important to the German economy, which products Germany exports to and imports from other nations, and what sources of energy Germany uses.

Assessment:

- ✓ Does the poster adequately explain the German economy, including both text and pictures to show the major industries, agricultural products, import and export commodities, and energy sources of Germany?
- ✓ Is the poster attractive and neat?

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Chapter Four: Germany's People and Culture

Subject area(s): Social Studies, English Language Arts

Amount of time needed: One 40-minute period

Objectives: At the end of this lesson, students will be able to:

- 1) Identify qualities of the education, religion, the arts (music, literature, visual art, and architecture), sports, festivals, and food and drink.
- 2) Write a series of letters from a fictitious pen pal from Germany.

Materials needed:

- ✓ Writing paper
- ✓ Pens or pencils

Activities:

- 1) The teacher will review the information in the text concerning the major aspects of Germany's people and culture.
- 2) The teacher will explain that the students will write a series of letters from a German student. These letters will explain what life might be like for such a young person, and need to contain information about religion, the arts (music, literature, visual art, and architecture), sports, festivals, and food and drink. In addition, the letters should contain a description of the school system and the pen pal's studies. The letters should read as if they are real letters from a pen pal, with fictitious information included to promote the feel of real letters exchanged.

Assessment:

- ✓ Do the letters contain information about education, religion, the arts (music, literature, visual art, and architecture), sports, festivals, and food and drink?
- ✓ Do the letters contain other fictional information to promote a realistic feel?

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Chapter Five: The Cities

Subject area(s): Social Studies, Art

Amount of time needed: Two 40-minute periods

Objectives: At the end of this lesson, students will be able to:

- 1) List the major cities of Germany.
- 2) Identify one distinguishing fact about each city.
- 3) Develop a travel brochure about two of the cities.

Materials needed:

- ✓ Writing paper
- ✓ Pen, pencil
- ✓ Computers, printers

Activities:

- 1) The teacher should have the students read chapter 5.
- 2) The teacher will review the information with the students, asking students to name the major cities and identify important information about each.
- 3) Working with a partner, the students will develop a travel brochure that contains pictures and information about two of the cities. The students should use artwork or computer pictures to illustrate it. The brochures should invite people to visit these cities.

Assessment:

- ✓ Did the brochures contain information about the cities?
- ✓ Did the brochures contain pictures and text presented in an attractive format?
- ✓ Would the presentation make someone want to visit those cities?

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Chapter Six: Formation of the European Union

Subject area(s): Social Studies

Amount of time needed: One 40-minute period

Objectives: At the end of this lesson, students will be able to:

- 1) Identify the important features of the EU, including the Three Pillars.
- 2) List the 25 members of the EU.
- 3) Define the term autonomous.

Materials needed:

- ✓ Copies of attached worksheet
- ✓ Pens

Activities:

- 1) The teacher will review the information contained in chapter 6 with the class.
- 2) The teacher will ask the students to complete the attached worksheet, using the information in the text.

Assessment:

- ✓ Are all areas of the worksheet filled in correctly?

Using the information in Chapter 6,
fill in the information in
the space given.

The European Union

Name the 25 Member Nations:

Pillar One

Pillar Two

Pillar Three

What is the EU? Include the term **autonomous** and its definition in your explanation.

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Chapter Seven: Germany in the European Union

Subject area(s): Social Studies, English Language Arts

Amount of time needed: Two 40-minute periods

Objectives: At the end of this lesson, students will be able to:

- 1) Evaluate the reasons Germany would like the EU to lower the trade barriers.
- 2) Create and deliver a persuasive speech convincing EU members that the trade barriers should be lowered.

Materials needed:

- ✓ Paper
- ✓ Pens

Activities:

- 1) The teacher will review the information on pages 68–69 of the text.
- 2) The teacher will divide the class into groups of two or three and give the groups the following starter: “You are a representative from the German government. Write and deliver a brief speech (2–3 minutes) convincing the European Union members to lower the trade barriers.”
- 3) Groups should select one speaker to deliver its speech.

Assessment:

- ✓ Did the speakers present a solid argument to lower the trade barriers?
- ✓ Were the speeches presented in a convincing manner?