

INSTRUCTIONAL RESOURCES:

- Travel Through Germany Game Preparation and Instructions (**Handout 1.2 A on Resource Disc** and **Handout 1.2 C on Resource Disc**)
- The Germany Game Information Chart (**Handout 1.2 B on Resource Disc**)
- 2 Large Pieces of Poster Board (one for each game)
- Small game pieces (one for each student plus 2 extra) to be used in each game
- One die
- Internet access for research
- Atlas with gazetteer
- Travel books on Germany
- TOP Geographical and Political Map (can be ordered from TOP website, www.goethe.org/top)

PROCEDURE:



DAY 1:

- **Anticipatory Set:** To begin, print out and read the Travel Through Germany Game Preparation and Instructions (**Handout 1.2 A on Resource Disc** and **Handout 1.2 C on Resource Disc**). As mentioned in the preparations and instructions, before the students can play either game they must conduct research on the place names in each game (either German City Cards or German Geographic Feature Cards). This can be accomplished through online research or by using atlases and travel guides which can be accessed in the library. The information for the cards can also be found in the teacher reference materials or Germany Game Information Chart (**Handout 1.2 B on Resource Disc**). There are 73 cities and 24 physical features. The number of places to research or cards to be filled in should be determined by the teacher based upon the number of students who will play the game. The teacher should either prepare the 2 game boards before class or while the students are completing the city and geographic features cards.

DAY 2:

- The teacher should review the game instructions with the students. If the game takes longer than a single period, then the game could be suspended and continued the next class period.

WHOLE GROUP REFLECTION:



- After the students have completed playing the game(s), the teacher should facilitate a discussion on what the students learned about Germany. The teacher should construct a chart with the following categories: historical, social, economic, political, and cultural and ask the students to contribute information that they have learned about the cities. In what ways have geographic features made a difference in history and in people's lives?

MODIFICATION:

- Rather than require the students to research and create the city or physical feature cards, the teacher may construct the cards from the information contained in **Handout 1.2 B**. This would reduce the amount of time required for this lesson, but would eliminate the opportunity to instruct or reinforce basic research skills.

EXTENSION:

- After the conclusion of the game, the teacher could ask the students to select a city or a physical feature that they find most interesting and create a travel poster on a piece of poster board. The poster should highlight the information on the city or physical feature card of the game. The students should share their posters with the class. The teacher may choose to display the posters in the classroom.