

Passport to Europe

Grade Level: Seventh Grade History

Presented by: Matt Swanson, Elbert County Charter School, Elizabeth, CO

Length of Unit: Sixteen to eighteen fifty-minute class periods

I. ABSTRACT

Pack your bags and grab your passport, we are on our way to Europe! This content rich unit takes the students on a whirlwind tour of Western and Central Europe. We examine everything from the physical geography of Scandinavia to the influence of religion and language on neighboring countries and their policies. Everything from political boundaries to economic stats are discovered and discussed on route to a cultural lunch to celebrate this journey through the continent.

II. OVERVIEW

A. Concept Objectives

1. Students know how to use and construct maps, globes, and other geographic tools to locate and derive information about people, places, and environments. (Colorado State Geography Standard 1)
2. Students understand how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict. (C.S.G.S. 4)
3. Students apply knowledge of people, places, and environments to understand the past and presented to plan for the future. (C.S.G.S. 6)

B. Content from the *Core Knowledge Sequence*

1. Geography of Western and Central Europe
2. Physical features
 - a. Mountains: Alps, Apennines, Carpathians, Pyrenees
 - b. Rivers: Danube, Rhine
 - c. Seas: Adriatic, Aegean, Baltic, Black, Mediterranean, North
3. Population and natural resources; acid rain damage
4. Languages; major religions
5. Legacy of Roman Empire: city sites, transportation routes
6. Industrial Revolution leads to urbanization (review from grade 6)
7. Scandinavia: comprised of Denmark, Norway, Sweden; sometimes also includes Finland and Iceland
 - a. Cities: Copenhagen (Denmark); Oslo (Norway); Stockholm (Sweden); Helsinki (Finland)
8. United Kingdom: comprised of Great Britain (England, Scotland, Wales) and Northern Ireland; and Ireland
 - a. Irish Sea, English Channel
 - b. North Sea: gas and oil
 - c. England: London, Thames River
 - d. Scotland: Glasgow, Edinburgh
 - e. Northern Ireland: Ulster and Belfast; Catholic-Protestant strife
 - f. Ireland: Dublin (review from grade 6: famine of 1840's, mass emigration)

9. France
 - a. Alps, Mont Blanc
 - b. Seine and Rhone Rivers
 - c. Bay of Biscay, Strait of Dover
 - d. Corsica (island)
 - e. Major cities: Paris, Lyon, Marseilles
 10. Belgium, Netherlands (Holland), Luxembourg
 - a. Cities: Brussels (Belgium), Amsterdam, Rotterdam, The Hague (Netherlands)
 11. Germany
 - a. Cities: Berlin, Bonn, Hamburg, Munich
 - b. Ruhr Valley: mining region; industrial cities, including Essen
 - c. Largest population in Europe, highly urbanized
 12. Austria and Switzerland
 - a. Mostly mountainous (the Alps)
 - b. Cities: Vienna (Austria); Bern, Geneva (Switzerland)
 13. Italy
 - a. Apennines
 - b. Sardinia and Sicily (islands)
 - c. Cities: Milan, Rome, Venice, Florence
 - d. Vatican City: independent state within Rome
 14. Iberian Peninsula: Spain and Portugal
 - a. Cities: Madrid (Spain); Lisbon (Portugal)
- C. Skill Objectives
1. Construct and interpret physical geography maps of Europe
 2. Construct and interpret political maps of Europe.
 3. Construct and analyze maps of European countries
 4. Understand the relationship between a country's area and its population.
 5. Recognize the impact of the Roman Empire on the founding of European cities.
 6. Analyze the role resources play in the founding of European cities.
 7. Construct maps of European countries.
 8. Identify the impact a shared language has on countries of Europe.
 9. Analyze the Reformation's impact on the religions of Europe today.
 10. Analyze the economies of Europe and their impact on nation's relationships.
 11. Understand the currencies of Europe and current push towards unification.
 12. Analyze primary sources of social statistics in European countries.
 13. Construct a historical opinion on social patterns based upon primary sources.
 14. Analyze the industrial impact on the environment.
 15. Understand the conflict in Northern Ireland.
 16. Recognize symbols of the past and present that represent European countries and their citizens.

III. BACKGROUND KNOWLEDGE

A. For Teachers

1. Moore, J.E., *Europe*. Monterey, CA: Evan-Moor, 1999. ISBN 1557997144
2. Author unknown, "Info Nation" United Nations Publications 2001 http://www.un.org/Pubs/CyberSchoolBus/infoation/e_infonation.htm
3. Smith, D., Carmichael, L., Congdon, L., Cheilik, M., Stein, R., "Europe," Microsoft Encarta Online Encyclopedia 2001, <http://encarta.msn.com> 1997-2001 Microsoft Corporation.

B. For Students

1. Spatial Sense (working with maps and globes) (Sixth Grade)
 - a. Continents and major Oceans
 - b. How to read maps and globes using longitude and latitude; coordinates; degrees

IV. RESOURCES

- A. http://www.un.org/Pubs/CyberSchoolBus/infoation/e_infonation.htm

V. LESSONS

Lesson One: Pack Your Bags

A. Daily Objectives

1. Concept Objective(s)
 - a. Students know how to use and construct maps, globes, and other geographic tools to locate and derive information about people, places, and environments.
2. Lesson Content
 - a. Geography of Western and Central Europe
 - b. Physical features
 - i. Mountains: Alps, Apennines, Carpathians, Pyrenees
 - ii. Rivers: Danube, Rhine
 - iii. Seas: Adriatic, Aegean, Baltic, Black, Mediterranean, North
3. Skill Objective(s)
 - a. Construct and interpret physical geography maps of Europe
 - b. Construct and interpret political maps of Europe.

B. Materials

1. Class set of the blank physical geography map of Europe
2. Class set of the blank political map of Europe
3. Student Atlases or overhead with answers for physical geography map of Europe and political map of Europe
4. Appendix A- Background notes
5. Appendix B- Fact Sheet
6. Appendix C- Assignment Sheet for Student Research Paper and oral presentation
7. Class set of the passport cover - Appendix F
8. Class set of the passport bio/ information sheet - Appendix G

9. Class set of the passport fact sheet - Appendix B
- C. *Key Vocabulary*
None
- D. *Procedures/Activities*
1. There is a little pre class prep necessary for this unit and the first couple of lessons. You will need to make photocopies of the different handouts listed in the materials list.
 2. Begin the lesson by asking the class if anyone has a passport. If so, have them explain what a passport is and why someone would need one. If no ones has one, than you should explain what there purpose is. It is helpful to bring yours if you have one to show the class.
 3. Next ask the class if anyone has ever been to Europe. If so, talk about some of the places that they went to. Explain to the class that they are going to visit Europe the next few weeks in this class and to be able to go on this journey, every one will need to have to make a passport in class.
 4. Hand out the passport cover sheets and the bio/information sheets to the class. The students will need some sort of folder to put all their work from this unit into. They will have nine maps and seventeen facts sheets. The protective binders for reports work the best. Have the students fill in the bio sheet for homework.
 5. Pass out Appendix B. If you do not have any restrictions on the amount of copies you can make, I recommend making eighteen copies for every student. But depending on your class size, that can add up very quickly. I make enough copies for every student to get two of the facts sheets and then have them recreate them on their computers at home, copy them on their own, or have them write out seventeen copies. Every student needs to have eighteen copies. Inform the class that these will be used the next lesson and to make sure they have all eighteen of them there.
 6. Pass out and go over Appendix C with the class. This is the research paper that they will be doing. I have the class pick the country names out of a hat, but you may let them chose if you wish. If you have more than seventeen students in your class, add some Eastern European countries to the list of choices. Go through it with the class and answer any questions that they may have. The just of the paper is 3 pages type written about a European country. The students should focus on anything and everything in that country from its economy and government to customs and traditions. This handout also includes the requirements for the oral presentation and visual aid. See Appendix C for all the information. Also inform the students while they are doing their research, they should look for famous landmarks of that country. They will be making a stamp for the passports from that country at the end of the unit and should have ideas of some sort of symbol that represents their topic. Some suggestions for the United States would be the flag, statue of liberty, White House, Mt. Rushmore, the Hollywood sign, U.S.A, etc. For more information about the stamp project, look at lesson nine.

7. Pass out the physical geography sheet of Europe using the student atlases if you have enough or the overhead. They should identify, label, and color the major mountain ranges: Alps, Apennines, Carpathians, and Pyrenees. The major rivers: Danube, Rhine, Thames, Seine, and Rhone. The major seas and large bodies of water: Adriatic, Aegean, Baltic, Black, Irish, Mediterranean, North Seas, the English Channel, Strait of Dover, and the Bay of Biscay.
 8. Next pass out the political maps of Europe. The students should identify the seventeen countries of Western and Central Europe: Austria, Belgium, Denmark, Finland, France, Germany, Iceland, Ireland, Italy, Luxembourg, Netherlands, Norway, Portugal, Spain, Sweden, Switzerland, and United Kingdom. I also have them label whatever Eastern European countries appear on the map we use.
 9. The completion of these maps will give the students the overall knowledge of the Continent to help them understand the more in-depth information they will be learning about the individual countries. For homework, have the students finish whichever maps they have not completed in class.
- E. *Evaluation/Assessment*
1. Completed physical geography map.
 2. Completed political map.
 3. Teacher observation of discussion and map completion.

Lesson Two: What Countries Will We Visit: Maps of European Countries and Fact Sheets

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students know how to use and construct maps, globes, and other geographic tools to locate and derive information about people, places, and environments.
 - b. Students understand how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.
 2. Lesson Content
 - a. Scandinavia: comprised of Denmark, Norway, Sweden; sometimes also includes Finland and Iceland
 - b. United Kingdom: comprised of Great Britain (England, Scotland, Wales) and Northern Ireland and Ireland
 - i. Irish Sea, English Channel
 - ii. North Sea: gas and oil
 - iii. England: Thames River
 - iv. Scotland
 - v. Northern Ireland
 - vi. Ireland
 - c. France
 - i. Alps, Mont Blanc
 - ii. Seine and Rhone Rivers

- iii. Bay of Biscay, Strait of Dover
 - iv. Corsica (island)
 - d. Belgium, Netherlands (Holland), Luxembourg
 - e. Germany
 - f. Austria and Switzerland
 - i. Mostly mountainous (the Alps)
 - g. Italy
 - i. Apennines
 - ii. Sardinia and Sicily (islands)
 - h. Iberian Peninsula: Spain and Portugal
- 4. Skill Objective(s)
 - a. Construct and analyze maps of European countries
 - b. Understand the relationship between a country's area and its population.

B. *Materials*

- 1. Student passports
- 2. Student journals
- 3. Teacher overheads
- 4. Appendix D

C. *Key Vocabulary*

- 1. Population- the number of people living in an area or space, like a country or city
- 2. Population Density- the number of people living in a small broken down area; this is usually listed as number of people living in a square mile or kilometer
- 3. Area- refers to the number of square miles or kilometers a country resides on

D. *Procedures/Activities*

- 1. There are two parts to this lesson and it may take up a whole week. The majority of the 'dirty work' for this unit is in this lesson. The first deals with filling in the first four entries on the fact sheet. These entries include Capitol, Area, Population, and Population density. In preparation for this activity, I recommend creating overheads with the information already on them. If you prefer to write on the board, I would get as much up on it before class as you can. It can sometimes take awhile for the students to get all the information down and if you are to explain what they are looking at and make sure everyone is doing what they are supposed to be doing, it helps to have the information ready to go for the whole lesson. I have the fact sheet on overhead. This saves time not only in class but also for next year. I also suggest, aside from the fact sheets, you have a large spreadsheet on a few overheads that has the countries down the side and the categories along the top. This will help spur the discussions when having the students compare the different countries.
- 2. Explain to the class the four categories that you are looking at today. They are all very straight forward, but might need a little clarification. Have the students go from country to country filling out these four categories.

3. Once the class is finished, lead a discussion about what these facts mean. What are the largest countries? Which countries have the largest population? Do the countries with the largest population have the largest population density? Have the class offer any ideas or questions they might have by looking at the statistics. As a journal assignment/ homework writing assignment, have the class discuss the relationship between population and size. A possible question might be do the countries with the largest population have to largest pop density? Have the students explain their answer using facts.
 4. The second part of the lesson deals with the country maps. The maps that I use break down Europe into smaller regions: Nordic (Scandinavian), British Isles, Iberian Peninsula, Benelux Countries (**B**elgium, **N**etherlands, **L**uxembourg), France, Germany, Italy, and Austria/Switzerland. Any maps that show more detail on the countries will work great. Once again I suggest having an overhead with the answers made a head of time for each one of the blank maps that the students have. I recommend using the overheads instead of the student atlases for this exercise due to the amount of time that will be saved. An added plus is your ability to explain the important areas on the maps to the students as you go through them with the class. Refer to Appendix D for suggested items to be labeled on the blank maps broken down by country. For the most part they come straight out of the Core Knowledge *Scope and Sequence*. Go through each map overhead while the students follow along labeling their maps. Once again this activity may take a few days, like the first part of the lesson, but this is the bulk of the work for the unit and deserves as much time as necessary.
- E. *Evaluation/Assessment*
1. Teacher observations of student work in class and during the discussion.
 2. Student written work in their journals.

Lesson Three: Cities of Europe

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students know how to use and construct maps, globes, and other geographic tools to locate and derive information about people, places, and environments.
 - b. Students understand how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.
 - c. Students apply knowledge of people, places, and environments to understand the past and present, and to plan for the future.
 2. Lesson Content
 - a. Legacy of Roman Empire: city sites, transportation routes
 - b. Industrial Revolution leads to urbanization (review from grade 6)
 - c. Scandinavia: comprised of Denmark, Norway, Sweden; sometimes also includes Finland and Iceland

- A. Cities: Copenhagen (Denmark); Oslo (Norway); Stockholm (Sweden); Helsinki (Finland)
- d. United Kingdom: comprised of Great Britain (England, Scotland, Wales) and Northern Ireland; and Ireland
 - i. England: London
 - ii. Scotland: Glasgow, Edinburgh
 - iii. Northern Ireland: Ulster and Belfast; Catholic-Protestant strife
 - iv. Ireland: Dublin (review from grade 6: famine of 1840's, mass emigration)
- e. France
 - i. Major cities: Paris, Lyon, Marseilles
- f. Belgium, Netherlands (Holland), Luxembourg
 - i. Cities: Brussels (Belgium), Amsterdam, Rotterdam, The Hague (Netherlands)
- g. Germany
 - i. Cities: Berlin, Bonn, Hamburg, Munich
 - ii. Largest population in Europe, highly urbanized
- h. Austria and Switzerland
 - i. Cities: Vienna (Austria); Bern, Geneva (Switzerland)
- i. Italy
 - i. Cities: Milan, Rome, Venice, Florence
 - ii. Vatican City: independent state within Rome
- j. Iberian Peninsula: Spain and Portugal
 - i. Cities: Madrid (Spain); Lisbon (Portugal)
- 3. Skill Objective(s)
 - a. Recognize the impact of the Roman Empire on the founding of European cities.
 - b. Analyze the role resources play in the founding of European cities.
 - c. Construct maps of European countries.
- B. *Materials*
 - 1. Student passports including country maps, and fact sheets
 - 2. Teacher overheads of country maps
 - 3. Student journals
 - 4. Appendix E
- C. *Key Vocabulary*
 - 1. Latitude- the measure in degrees how far north or south of the equator a place is located
 - 2. Longitude- the measure in degrees how far east or west a place is from the Prime meridian
 - 3. % of population that lives in urban areas- how many citizens in a country live in urban or city areas as opposed to the number that does not
- D. *Procedures/Activities*
 - 1. Begin class by having a few of the students read or share their ideas from the journal entry from the lesson before. Discuss as a class the relationship between population, area, and population density in Europe. Ask the class

if there is a common trend found when comparing the three statistics. The answers to this question will vary because while there are some trends, it varies from country to country.

2. Have the students open their passport folders and remove the smaller country maps. While the lesson before focused on the capitols and physical features of the countries, today's lesson deals with adding large cities to these maps.
3. Appendix E has a list of suggested cities to add to the smaller country maps. Once again most of the information come straight from *Core Knowledge Scope and Sequence*. Using the maps overheads from the day before with the physical features, point out and label the major cities of Europe.
4. After a few maps have been completed, ask the class if they can come up with any reasons why the cities that they have looked at so far are located where they are. Some possible answers will include by a large body of water or a river for food, trade, and or defense. Some cities are positioned at the base of mountains. Have the students look at the mountain ranges and notice the lack of large cities among them. Inform the students that the legacy of city location throughout Europe can be attributed to the influence of the old Roman Empire. A great example is to point out where Rome is on a map. It has river access, close to mountains that provide water and protection for the city, and is not too far away from the sea for access to trade. Another great example of the Roman influence is quite far away from Italy, London. The Romans founded it on the Thames River with access to the sea. The road system of England was also developed during Roman times. All of the main roads and highways spread away from London in all directions. London is like the center of a wheel, and all the roads are the spokes, spreading in all directions. Point out that when a city is founded it must be located at a site that will be able to provide the necessary resources for the community to survive until it can build up trade routes. Have the students keep in mind the factors that went and go into the planning of cities location as they continue through the remainder of the maps. Continue adding the cities to the smaller country maps, using the overhead to guide discussion and to keep the students on track time wise.
5. Once the students have finished adding the cities to the maps, have them pull out their fact sheets. Today they will add the next three statistic categories to the fact sheets: Large cities with population, Latitude and Longitude of the largest city, and % of population that lives in urban areas. Discuss with the class what the statistics represent and why they are important factors that aid in the understanding and comparing of European countries. Guide the students through the fact sheets.
6. Assign today's journal assignment. The students should answer the question "What factors are important when considering the location of a city?" They should use as many examples as necessary to support their view.

- E. *Evaluation/Assessment*
1. Student written journal entry.
 2. Teacher observation of class discussion.
 3. Student created country maps.

Lesson Four: The Languages and Religions of Europe

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students understand how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.
 - b. Students apply knowledge of people, places, and environments to understand the past and present and to plan for the future.
2. Lesson Content
 - a. Languages; major religions
 - d. Scandinavia: comprised of Denmark, Norway, Sweden; sometimes also includes Finland and Iceland
 - e. United Kingdom: comprised of Great Britain (England, Scotland, Wales) and Northern Ireland; and Ireland
 - i. Northern Ireland: Ulster and Belfast; Catholic-Protestant strife
 - f. France
 - g. Belgium, Netherlands (Holland), Luxembourg
 - h. Germany
 - i. Austria and Switzerland
 - j. Italy
 - i. Vatican City: independent state within Rome
 - k. Iberian Peninsula: Spain and Portugal
3. Skill Objective(s)
 - a. Identify the impact a shared language has on countries of Europe.
 - b. Analyze the Reformation's impact on the religions of Europe today.

B. *Materials*

1. Student journals
2. Student passports
3. Overheads of fact sheet information

C. *Key Vocabulary*

None

D. *Procedures/Activities*

1. Begin class by having a few students share their thoughts and ideas from the previous days journal assignment and discuss them as a class.
2. Have the students open their passports and pull out their facts sheets. Inform the class that today they are going to learn about two very important social statistics about Europe: Religion and Language.
3. Take the class through the statistics, country by country, while explaining the importance and patterns of each. When introducing the religion stats,

ask the class if they see any patterns forming. The major religions of Europe are for the most part very uniform. The northern countries have Lutheranism as the main religion, while the southern ones have Catholicism. The students should have learned about the Reformation in the fifth grade. You should review this with them and talk about how the Reformation led to the split in Europe. Talk about the influence of the Roman Church on the countries around Italy. The other interesting country to point out is Netherlands. While most countries in Europe, whether the majority of its citizens belong to the Catholic or Lutheran Churches, have the majority of its citizens belong to one religion, the Netherlands is quite different. The numbers vary depending on what source you find your statistics from, but they all show that the majority of the Netherlands does not belong to one religion, if any religion at all.

4. The languages of Europe are pretty straight forward, and should be easy for the students to understand. For the most part, European countries have their own language; like French, English, or German. However, there are some countries that do not have their own language, but rather use the one of a influential neighbor. Prime examples of this are Ireland (English) or Austria (German). Some nations, like Switzerland, are influenced by many of the nations that surround them, and speak many different languages. Discuss the statistics about the languages as the students follow along and take notes on their fact sheets.
5. For today's journal assignment there are two choices. The students may decide which question they would like to write about. "What trends did you notice about the Religions of Europe?" Answers should touch upon the spread during the Reformation and the northern Lutheranism vs. the southern Catholicism. They might also talk about the exceptions to the norm, like Netherlands, and the Catholic country of Ireland far from Rome. The second writing topic is the languages of Europe. "What is the importance or significance of the languages in Europe? What observations can you make about two countries where people speak the same language? Go beyond the statement that they must be next to each other. How does sharing a language effect the countries relations with one another? The journal entry should be completed in class if time allows, or for homework.

E. *Evaluation/Assessment*

1. Teacher observation of class discussion.
2. Student written responses.

Lesson Five: Let Us Be *Franc* and *Pound* Out Our *Mark*: The Economies of Europe

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students understand how economic, political, cultural, and social processes interact to shape patters of human populations, interdependence, cooperation, and conflict.

- b. Students apply knowledge of people, places, and environments to understand the past and present and to plan for the future.
 - 2. Lesson Content
 - a. Scandinavia: comprised of Denmark, Norway, Sweden: sometimes also includes Finland and Iceland
 - b. United Kingdom: comprised of Great Britain (England, Scotland, Wales) and Northern Ireland
 - c. France
 - d. Belgium, Netherlands (Holland), Luxembourg
 - e. Germany
 - f. Austria and Switzerland
 - g. Italy
 - h. Iberian Peninsula: Spain and Portugal
 - 3. Skill Objective(s)
 - a. Analyze the economies of Europe and their impact on nation's relationships.
 - b. Understand the currencies of Europe and current push towards unification.
- B. *Materials*
 - 1. Student journals
 - 2. Student Passports
 - 3. Teacher overheads
- C. *Key Vocabulary*
 - 1. Gross Domestic Product- the monetary value given to all goods and services produced within a country over a year
 - 4. Per capita GDP- a figure that takes the GDP of a country and divides that number by the population to determine the how much each citizen produces in a given year
 - 5. Currency- a form of money used for exchange
- D. *Procedures/Activities*
 - 1. Begin class by asking if there are any questions about any of the material that has been covered in the Passport up to this point. Answer as necessary. Remind the class that they should be working on their research, paper, and presentation. They also need to keep in mind they should be looking for some sort of symbol to represent their country on a stamp.
 - 2. Hold up a dollar bill and ask the class what is this? You will hear all sorts of nicknames and answers. Next ask if people around the world use our dollar in their everyday life. Follow that question to see if anyone knows what the names of any other currencies from around the world. Create a list of the ones that they know up on the board.
 - 3. Explain to the class that today they are going to learn about the economies and currency of Europe. Begin by discussing with the class what do we mean when we talk about economies. Including anything and everything that is associated with money and business can summarize this. Continue with the discussion and explain that there are a few ways that we measure and evaluate economies.

4. The first is GDP. This is the Gross Domestic Product. It measures the value of all goods and services produced in a country. The theory is that a country that produces more goods and services has a stronger economy.
 5. The second is Per Capita GDP. This breaks down the countries GDP and divides it by the number of people in the country. When you have two countries with similar GDP's, but very different populations, this shows that a country with less people but produces the same amount of goods and services as a larger nation has a stronger economy.
 6. The third item we will look at for the passports in the currency of European countries. Anyone looking to travel to Europe should understand the different currencies. It is also important to understand the currencies of the present to be able to adjust to the change that the push to the EURO will create.
 7. Using the overhead of fact sheets, go through the three categories for the economies while the students add them to their fact sheets. Discuss the differences of the fact sheets from country to country. Once all the fact sheets are complete assign the days writing assignment. Have the students write what two countries have the strongest economies in Europe. They should use as many facts as they can to explain their answers.
- E. *Evaluation/Assessment*
1. Teacher observation of class discussion.
 2. Student written responses.

Lesson Six: When in Rome... What Do the Romans Do? Fun Stats about the Culture of European Countries

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students understand how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.
 2. Lesson Content
 - a. Scandinavia: comprised of Denmark, Norway, Sweden: sometimes also includes Finland and Iceland
 - b. United Kingdom: comprised of Great Britain (England, Scotland, Wales) and Northern Ireland
 - c. France
 - d. Belgium, Netherlands (Holland), Luxembourg
 - e. Germany
 - f. Austria and Switzerland
 - g. Italy
 - h. Iberian Peninsula: Spain and Portugal
 3. Skill Objective(s)
 - a. Analyze primary sources of social statistics in European countries.
 - b. Construct a historical opinion on social patterns based upon primary sources.

- B. *Materials*
1. Student Journals
 2. Student Passports
 3. Teacher overheads of Fact Sheets
- C. *Key Vocabulary*
- None
- D. *Procedures/Activities*
1. Begin class by having a few students share their ideas on which economy in Europe is strongest. Lead a class discussion on the topic.
 2. Introduce to the class that there are other ways and statistics to look at the quality of life, or lifestyle of countries. Ask the class how many of them have a television in their home. Two televisions. Three televisions... etc. How many students have telephones in their homes? How many? How many students' families have cars? How many cars? This is a chance to look at some statistics that the students might have more interest in. Some facts that they can maybe own a little bit more than the GDP of Belgium.
 3. Take the students through the fact sheets for the telephones, televisions, and cars.
 4. Introduce the idea of primary and secondary sources to your students. For some classes this will be new material, and for others like mine, this will be something that they will have used from day one in the course. Remind the class that primary and secondary sources are two different but useful ways to study and learn history. Primary sources are items like statistics and first hand accounts of history and society. Secondary sources are mostly retold accounts, like the books that most students in middle school use for the reports that they write. When historians and history students look at primary sources, like statistics, they often have to make assumptions about what these numbers and facts mean. The students will have an opportunity to take the television, telephone, and automobile statistics and apply meaning to them.
 5. In the remainder of the class time, or as homework, have the students write an explanation to what the statistics mean. If your class has not worked with primary sources before, you may want to walk them through the process first. Ask the class to share their ideas about why some countries have more televisions than others. Is there any correlation between the statistics of televisions compared to that of telephones of automobiles? After walking the students through the primary source process, have them write out what they feel the statistics mean. They are really no wrong answers to this writing assignment, as long as the students use the numbers and statistics to back up their views.
- E. *Evaluation/Assessment*
1. Student analysis in the writing assignment.
 2. Teacher observation of the class discussion.

Lesson Seven: Problems That Have Become European Issues

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students understand how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.
 - b. Students apply knowledge of people, places, and environments to understand the past and present and to plan for the future.
2. Lesson Content
 - a. Population and natural resources; acid rain damage
 - b. Industrial Revolution leads to urbanization (review from grade 6)
 - c. Catholic-Protestant strife
3. Skill Objective(s)
 - a. Analyze the industrial impact on the environment.
 - b. Understand the conflict in Northern Ireland.

B. *Materials*

1. Student journals
2. Student passports

C. *Key Vocabulary*

1. Deforestation- the destruction of natural forests for human made structures or processes; most deforestation today leaves land for farming or industry

D. *Procedures/Activities*

1. Begin class by having students share their ideas about what the social statistics from the class period before mean when studying Europe. Discuss these ideas as a class.
2. Transition the discussion to problems that could arise from a bunch of communities very close together. To help the students understand problem that could arise in Europe, make a list as a class of problems that exist in present day America. These answers will vary depending on what community your school is in, what time of year it is, or what year it is at the time of this lesson. During election years students seem to have more knowledge of problems because that is what they hear about all the time. If your class looks at current events, this is a perfect time to break away from the geography of Europe for a day and have the students read newspapers or magazines to look at current events.
3. After a list has been completed, ask the class think any of these are problems in Europe. Discuss whether these would be problems or not. The problems that this lesson will focus on are the effects of industrialization in Europe (the rise of urban areas and pollution) and the Catholic-Protestant strife in Northern Ireland. These are the main points brought up in the *Scope and Sequence*. As issues arise in current events around Europe, you may also want to touch upon them.
4. The first issue is the rise of urban areas. Review with the students their previous knowledge of the Industrial Revolution. As industry rose across Europe, workers flocked to the cities looking for employment. With the

increase of population, everyday problems arose in European cities. Overpopulation, crime, housing...etc. Talk about some of the problems that exist in American cities today and relate them to those in Europe.

5. The second problem deals with the environmental issues of industrialization. The rise in industry led to problems with pollution and acid rain. Large clouds of pollutants filled the sky over Germany and England and due to weather patterns often stayed over the continent. Obviously this led to other problems like poor soil. Other problems related to industry include the negative effects of drilling for oil in the North Sea (oil spills), industrial dumping into rivers, lakes, and seas, and deforestation.
6. The third problem that we will discuss in Europe takes us away from environmental issues and back to lesson four. We will briefly look at the Catholic –Protestant strife in Northern Ireland. As was covered in lesson two, Northern Ireland is a part of the United Kingdom, but is located on the same island as Ireland. While Ireland is very much a Roman Catholic country, Northern Ireland is Protestant much like the rest of the United Kingdom. The control over this land has turned into a battle between the two religious based sides. In an attempt to gain control of the area, the two sides engaged in all sorts of guerilla war tactics that more often than not left the citizens, of both religions, as the ones paying the price. The conflict has been going on for decades and even today as they attempt to negotiate peace and a cooperative working government, lives and property are still lost.
7. For today's journal assignment, the students are to apply the knowledge found in today's class and apply it to explain what they feel is the most important problem facing Europe. It is understood that the students, and the teacher for that matter, are not experts on modern European issues, but they should work on constructing a point of view with the information presented to them.

E. *Evaluation/Assessment*

1. Teacher observation of the class discussion.
2. Student written responses.

Lesson Eight: A New and Improved Stamp Act

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students apply knowledge of people, places, and environments to understand the past and present and to plan for the future.
2. Lesson Content
 - a. Scandinavia: comprised of Denmark, Norway, Sweden: sometimes also includes Finland and Iceland
 - b. United Kingdom: comprised of Great Britain (England, Scotland, Wales) and Northern Ireland
 - c. France
 - d. Belgium, Netherlands (Holland), Luxembourg

- e. Germany
 - f. Austria and Switzerland
 - g. Italy
 - h. Iberian Peninsula: Spain and Portugal
3. Skill Objective(s)
 - a. Recognize symbols of the past and present that represent European countries and their citizens.
- B. *Materials*
1. Class set of plastic knives
 2. Paper plates
 3. Paper clips
 4. Student set of bars of soap (glycerin soap works best)
 5. Craft paint- black and red (slightly watered down)
 6. Paint Brushes
 7. Student Passports
 8. Student Journals
- C. *Key Vocabulary*
- None
- D. *Procedures/Activities*
1. Begin class by collecting the student journals to be graded for a final overall journal grade.
 2. Arrange for the class to bring in bars of soap ahead of time along with the plates and plastic knives. Each student was to think ahead of time what symbol they wanted to use to represent their country. Using the knives and paperclip the students are to carve out their symbol into the soap. Reassure the class that they are not being graded on their artistic ability, but rather the thought process that went into choosing the symbol that they did, and the effort they put into the soap carving. Also remind the students that if they are using words to make their symbol, they have to carve the letters in reverse in order for them to appear correctly once stamped onto paper.
 3. Once the class has finished the stamps, the next step is to use the watered down paint and the paintbrushes to stamp the passports. As students work on their stamps, they should test them on a scrap piece of paper. Once finished, the students should stamp their country stamp on the corresponding page in the other students' passports. The students, if you have more than seventeen, that did reports and stamps on countries that we did not do fact sheets for, should stamp on a blank sheet that will go at the end of the passport. At the end of this lesson, every student should have all the fact sheets, maps, and stamps completed.
 4. Today's written assignment to explain why they chose the symbol for their country that they did. They need to justify how the stamp they created is related to their country.
- E. *Evaluation/Assessment*
1. Written explanation of stamp relation to student's country
 2. Passport Stamp

VI. CULMINATING ACTIVITY

- A. There are three culminating activities to this unit. The first is already complete, but deserves an overall grade, and that is the passport. Students receive a grade based upon them having all the map, fact sheets, cover, and bio sheet.
- B. The second activity is a geography test on European geography. I use a blank map with numbers on it, and then the students add in the countries, capitols, and physical features of the continent. The test also includes paragraph questions that are similar to some of the writing assignments, or discussion questions.
- C. The final activity is truly a culminating activity. The class finally gets to head to Europe through a feast of food and cultural activities. Contact a willing parent to help arrange the event with students bringing in food from European countries. I also find families of European heritage to bring in art, clothes, pictures... etc. from Europe to share with the class.

VII. HANDOUTS/WORKSHEETS

- A. Appendix A: Background Notes for Unit
- B. Appendix B: Fact Sheet
- C. Appendix C: Student Research Project Assignment Sheet
- D. Appendix D: Suggested Physical Geography Items for Country Maps
- E. Appendix E: Suggested Cities for Country Maps
- F. Appendix F: Passport Cover
- G. Appendix G: Passport Bio Sheet

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Appendix A-Passport to Europe

Teachers Background Notes For Entire Unit

This appendix will provide basic notes and helpful hints for teaching this unit. Most of the information necessary for successfully teaching this unit is including into the lesson plans. The information that is not included is necessary for the completion of the fact sheets. Ninety-nine percent of the fact sheet information can be found at http://www.un.org/Pubs/CyberSchoolBus/infoation/e_infonation.htm. This is the official web site of the United Nations and is geared toward academic use. The small percent that is missing is the information about Switzerland. This information cannot be found in that web site because Switzerland is not a member of the United Nations. The necessary information about Switzerland can be found at <http://www.encyarta.msn.com>. Search for Switzerland and you will find most of the details. I was unable to find the social stats for Switzerland, like the number of telephones, on that site. This opens that door for a quick discussion about the U.N. and why the Swiss are not a part of it. You will also notice that the religion stats are not found on the web site. These can be found on the Encarta web site for each country as well.

Lessons two and three contain most of the gritty work of this unit. These two lessons will take up most of your time with this unit. However, after trying and structuring this unit a variety of ways, I have found this to be the most productive. By breaking down a few of the statistical categories for each lesson, the students are able to look at the information about one topic, i.e. religion or economy, and make comparisons with the other European nations. In the past I introduced all the information for one or two countries at a time, but by the time the unit was finished the students had a difficult time making comparisons between the countries. There was too much information. The way the unit is set up now, students learn the basic geography of Europe, and are able to process information to compare and contrast the different facts about the countries. I do not put a huge emphasis on retaining every fact from the fact sheets. I do however; want the students to be able to process the information that is in front of them. When the test rolls around, I have the students take the map portion first, without notes, and then answer the essay questions either with the fact sheets or prior knowledge of the essay questions. The goal is not for students to remember the GDP of Belgium, but rather similarities and or differences of that figure compared to that of neighboring Germany.

This unit requires a bit of prep work for the teacher before the unit begins, but flows along nicely once it is running. I recommend having all the photocopying done before the unit begins. This will prove to be quite a headache and time saving task. I also recommend using overhead fact sheets to provide the information to the students. This work, put away in a binder will save time for years to come.

I have also found that including a fact sheet about the United States with the same categories helps the students understand what they are looking at in Europe. They seem to take pride in the unit a little bit more, and they are able to make comparisons that help their comprehension.

Appendix B-Passport to Europe

Fact Sheet

Country:

Capitol:

Population:

Population density:

Largest city:

Population of largest city:

Latitude and Longitude of largest City:

% of population that lives in Urban areas:

Languages:

Religion:

GDP (in million US \$):

Per Capita GDP:

Currency:

Telephones (per 1000 people):

Televisions (per 1000 people):

Motor Vehicles (per 1000 people):

Appendix C-Passport to Europe

Student Research Paper for European Geography

Its time to pack your bags and to head for the airport, Europe is our destination. Your mission on this journey is to research as much as you can about your chosen country, and to share your findings in a three-page research project. While on your research trip, pay close attention to how your country works. What kind of government does it have? How many people live in your country? Or what special kind of activities do the citizens of your country do in their free time? If you are stuck on what to write about, use your fact sheet as a tour guide.

The requirements for this paper are quite simple. It must be **at least** three pages typed. If you do not have a computer at home, make sure you arrange time to get your typing done at school ahead of time. You need to have **at least** three different sources for this assignment. You must include a bibliography, and must cite your sources appropriately with footnotes or end notes, as learned in class. Other than that, the paper is up to you.

Have fun with this assignment. Take the time to learn all the interesting facts about your country. After you have completed your paper, you will need to share some of your findings with the class in a quick five-minute oral presentation. Share with your classmates any and all fun facts and information you discovered on your journey. To help the class understand what you are sharing, you need to construct a visual aid for your presentation. Your visual aid should be about the size of two regular pieces of paper put together. What ever you chose to share with the class about your country, whether it is facts about the leader, currency, sports, schools, or music, should be represented on your visual aid. Teach us what you found to be the most interesting facts and stories that you found during your research adventure.

While on your research journey keep an eye out for a symbol that you feel you could use to represent your country. Think about symbols that represent the United States. These could include the Statue of Liberty, Mt. Rushmore, The Stars and Stripes, a baseball, or the Hollywood sign. Find something that represents your country. You do not need worry about this symbol for the paper, but you will need to have a symbol in mind at the end of this unit. You will be making a stamp for our class passports.

Let's go over all of this again.

- 1) Three page typed research paper about your European Country. You need to have at least three sources, and need to cite your sources in the paper as you learned in class.
- 2) A five-minute oral presentation with a visual aid.
- 3) Look for and find a symbol to represent your country on a project to be done in class.
- 4) Have fun and enjoy the sights!!!

Appendix D, page 1-Passport to Europe
Suggested Physical Geography Entries for Country Maps

Austria-

Alps Mountains
Danube River

Belgium-

Strait of Dover
North Sea
Ardennes Mountains

Denmark-

North Sea
Baltic Sea
Jutland, Fyn, Sjaelland, Lolland
(sections of the country)

Finland-

Gulf of Bothnia
Gulf of Finland

France-

Alps Mountains
Mont Blanc
Pyrenees Mountains
River Seine
River Loire
Bay of Biscay
English Channel
Strait of Dover
Gulf de Lion

Germany-

Danube River
Rhine River
North Sea
Baltic Sea
Elbe River

Iceland-

Atlantic Ocean
Greenland Sea

Ireland

Irish Sea
Celtic Sea
River Shannon
Ulster

Italy-

Apennines Mountains
Adriatic Sea
Tyrrhenian Sea
Ionian Sea
Tiber River
Po River
Arno River

Luxembourg-

Netherlands-
North Sea

Norway-

North Sea
Norwegian Sea

Portugal-

Atlantic Ocean
Tagus River

Spain-

Mediterranean Sea
Atlantic Ocean
Bay of Biscay
Pyrenees Mountains
Ebro River

Sweden-

Gulf of Bothnia
Baltic Sea

Switzerland-

Alps Mountains
Lake Geneva
Matterhorn

Appendix D, page 2-Passport to Europe
Physical Geography, continued

United Kingdom-

Wales

Northern Ireland

Scotland

England

Thames River

English Channel

Strait of Dover

North Sea

Irish Sea

Appendix E, page 1-Passport to Europe
Suggested City Entries for Country Maps

Austria-
Vienna
Salzburg
Innsbruck

Belgium-
Brussels
Antwerp

Denmark-
Copenhagen
Aalborg

Finland-
Helsinki
Esbo

France-
Paris
Marseille
Lyon
Nice
Strasbourg

Germany-
Berlin
Munich
Essen
Hamburg
Frankfurt
Struttgart

Iceland-
Reykjavik
Kopavogur

Ireland-
Dublin
Galway

Cork

Italy-
Rome
Florence
Venice
Milan
Naples
Palermo (Sicily)
Vatican City (country in Rome)

Luxembourg-
Luxembourg City

Netherlands-
Amsterdam
Rotterdam
The Hague

Norway-
Oslo
Arendal

Portugal-
Lisbon
Porto

Spain-
Madrid
Barcelona
Seville
Valencia
Cordoba

Appendix E, page 2-Passport to Europe
City List, continued

Sweden-

Stockholm

Goteburg

Switzerland-

Bern

Zurich

Geneva

United Kingdom-

London

Birmingham

Edinburgh

Glasgow

Belfast

Cardiff

Appendix F-Passport to Europe
Passport Cover Sheet



Appendix G-Passport to Europe

United States of America Passport

Mr. Swanson hereby requests all whom it may concern to permit the
Citizen/national of the United States named herein to study and learn without delay about
European Geography.

Name:

Hometown:

Date of Birth:

Favorite place to visit in U.S.:

Place in Europe you want to visit: