

Essential Question Preview

How can Eastern Europe overcome the challenges presented since the breakup of the Soviet Union?

Have students consider the Essential Question and capture their initial responses.

Explore the Essential Question

- Point out the challenges the economies of Estonia, Latvia, Lithuania, and Poland face and why these challenges exist. Also discuss that the countries of inland Eastern Europe have mostly overcome the problems created by the Soviets, and list the challenges that still remain.
- Summarize how relations among religious and ethnic groups have caused serious challenges for many people in Eastern Europe, especially those in the Balkan countries.

Encourage students to keep the Essential Question in mind as they work through the module. Help students plan inquiries and develop their own supporting questions such as:

How has being dominated by the Soviet Union affected these countries' histories and the development of their economies?

What plans do these governments have for improving their economies and infrastructure?

You may want to assign students to write a short essay in response to the Essential Question when they complete the module. Encourage students to use their notes and responses to inform their essays.

Explore the Online Video

ANALYZE VIDEOS

Geo Quiz: The Baltics

Invite students to watch the video to learn about the Baltic Republics.

History What was life like in the Baltics under Soviet rule? *Possible answer: The people were subjected to little freedom, forced labor, and limited access to the outside world.*



Module 16

Eastern Europe

Essential Question

How can Eastern Europe overcome the challenges presented since the breakup of the Soviet Union?

Explore ONLINE!

HISTORY

- VIDEOS, including ...
 - Poland
 - Fall of Constantinople
- Document-Based Investigations
- Graphic Organizers
- Interactive Games
- Channel One News Video: Geo Quiz: The Baltics
- Interactive Map: Eastern Europe under Soviet Influence, 1988
- Image with Hotspots: Budapest

528 Module 16

In this module, you will learn about the geography and history of Eastern Europe. You will also learn how these nations have changed since the collapse of the Soviet Union.

What You Will Learn

Lesson 1: Physical Geography 531
The Big Idea The physical geography of Eastern Europe varies greatly from place to place.

Lesson 2: Poland and the Baltic Republics 535
The Big Idea The histories of Poland and the Baltic Republics, both as free states and as areas dominated by the Soviet Union, still shape life there.

Lesson 3: Inland Eastern Europe 539
The Big Idea The countries of inland Eastern Europe have varied histories and cultures but face many of the same issues today.

Lesson 4: The Balkan Countries 543
The Big Idea Life in the Balkans reflects the region's troubled past and its varied ethnic makeup.

Lesson 1 Big Idea

The physical geography of Eastern Europe varies greatly from place to place.

Main Ideas

- The physical features of Eastern Europe include wide open plains, rugged mountain ranges, and many rivers.
- The climate and vegetation of Eastern Europe differ widely in the North and the South.

- The cultures of Poland and the Baltic Republics differ in language and religion but share common customs.
- Economic growth is a major issue in the region today.

Lesson 3 Big Idea

The countries of inland Eastern Europe have varied histories and cultures but face many of the same issues today.

Main Ideas

- The histories and cultures of inland Eastern Europe vary from country to country.
- Most of inland Eastern Europe today has stable governments, strong economies, and influential cities.

Lesson 2 Big Idea

The histories of Poland and the Baltic Republics, both as free states and as areas dominated by the Soviet Union, still shape life there.

Main Ideas

- History ties Poland and the Baltic Republics together.



Geography Like the Danube River shown here, many rivers flow through the mountains and plains of Eastern Europe.

Culture Eastern Europe is home to dozens of cultures, each with its own unique customs.



History Buildings in cities like Prague, Czech Republic, are symbols of Eastern Europe's long history.

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Lesson 4 Big Idea

Life in the Balkans reflects the region's troubled past and its varied ethnic makeup.

Main Ideas

- The history of the Balkan countries is one of conquest and conflict.
- The cultures of the Balkan countries are shaped by the many ethnic groups who live there.
- Civil wars and weak economies are major challenges to the region today.

Explore the Map and Images

Eastern Europe: Political

Have students examine the map. Point out that Western Europe borders the west side of this region and Russia borders the east side. Then ask them what impact mountainous terrain might have on the governments and peoples of the region.

Culture Ask students what positive and negative aspects might come from having cultures with varied customs, beliefs, and languages within a region.

Geography Rivers have been important for transportation and trade across Eastern Europe.

History The photo shows Old Town Square and the Church of our Lady in Prague. Ask students what they notice about the architecture of the different buildings.

Analyze Visuals

Have students examine the images and answer the following questions:

- What landforms are shown in the photograph of the Danube River? *mountains*
- What aspects of culture does the photograph of the woman suggest? *traditional dress, possibly dance or music*
- Are the buildings in the photograph of Prague old or new? Explain. *old; both architecture and building materials of buildings suggest earlier times*

► Online Module Flip Cards

Use the flip cards as a whole class activity or in student pairs to preview the module's Key Terms and Places. Students can guess the meaning of each word, then review its definition, or do the reverse, using the flip card's toggle button to switch from "Term" to "Definition" mode. Students can also use the flip cards at the end of the module as a review tool before taking the Module Assessment.

► Online Map Activity

Students can use this activity to review some of the locations discussed in this module. To complete, have students drag each label to the correct location on the map.



Reading Social Studies

Reading Social Studies

READING FOCUS

Understand Problems and Solutions

Find a news story about a problem in your community. Read it to students, and tell them to listen closely to the details. Ask students to write a one-sentence summary of the problem. Did the news story offer any solutions to the problem? Have students identify and summarize these solutions. You may also wish to ask students to write down any solutions they may have. Ask a volunteer to read his or her solution aloud to the class. Ask if anyone else thought of a different solution. As a class, create a flowchart for the problem and all of the possible solutions.

You Try It!

Problem: Many Eastern Europeans opposed Communist rule.

Solution #1: rejected communism and elected new leaders

Solution #2: broke away from the Soviet Union and declared independence

Understand Problems and Solutions

READING FOCUS

Throughout history, people have faced problems and found solutions to them. As a result, writers who describe historical events often structure their writing by identifying a problem and then describing its solution. The ability to identify this pattern of writing will help you understand what you read. Notice how the following passage presents one problem with a two-pronged solution.

Estonia, Latvia, Lithuania, and Poland all still feel the effects of Soviet rule. The economies of all four countries suffered because the Soviets did not build a decent infrastructure. . . .

Today, Poland and the Baltic Republics are working to rebuild and strengthen their economies. They are replacing the old and outdated factories built by the Soviets with new ones that take advantage of modern technology. . . .

To further their economic growth, the countries of this region are also seeking new sources of income. One area in which they have found success is tourism. . . .

Problem:
Poor economies from Soviet rule

Solution 1:
Building new factories

Solution 2:
New source of income through tourism

YOU TRY IT!

Read the following passage, and then use the process on this page to identify the problems and solutions the writer presents. Create as many circles as you need.

Many Eastern Europeans opposed Communist rule, and eventually the Communist governments in the region fell. Poland rejected Communism and elected new leaders in 1989. The Baltic Republics broke away from the Soviet Union in 1991 and became independent once more.

As you read this module, look for writing structure that identifies a problem and describes its solution.



Physical Geography

- Physical Features of Eastern Europe
- Radiation Cleanup

- Chernobyl
- Danube River Tour Guide

LESSON 1

Big Idea

The physical geography of Eastern Europe varies greatly from place to place.

Assessment

- Key Terms Review
- Reading Check
- Graphic Organizer Activity
- Lesson Assessment

Visuals

Videos

Maps, Graphs, and Charts

Extend and Enrich

Sources

- Map: Eastern Europe: Physical

- Document-Based Investigation:
The Plains of Ukraine

KEY

- Non-digital resource

► Online Lesson 1 Enrichment Activities

Chernobyl

Article Students read about the nuclear disaster at Chernobyl, its causes, the Soviet government's response, and its long-term effects. Then students write a paragraph stating whether they think the disaster could have been prevented or if the subsequent damage could have been reduced.

Danube River Tour Guide

Activity Students write a presentation to give as a tour guide on the Danube, the second-longest river in Europe. They begin by planning their presentations, then write them, and finally review and proofread them. Students then share their presentations with the class.

Physical Geography

The Big Idea

The physical geography of Eastern Europe varies greatly from place to place.

Main Ideas

- The physical features of Eastern Europe include wide open plains, rugged mountain ranges, and many rivers.
- The climate and vegetation of Eastern Europe differ widely in the north and the south.

Key Terms and Places

Carpathians
Balkan Peninsula
Chernobyl

If YOU lived there ...

You are traveling on a boat down the Danube River, one of the longest in Europe. As you float downstream, you pass through dozens of towns and cities. Outside of the cities, the banks are lined with huge castles, soaring churches, and busy farms. From time to time, other boats pass you, some loaded with passengers and some with goods.

Why do you think the Danube is so busy?

Physical Features

Eastern Europe is a land of amazing contrasts. The northern parts of the region lie along the cold, often stormy shores of the Baltic Sea. In the south, however, are warm, sunny beaches along the Adriatic and Black seas. Jagged mountain peaks jut high into the sky in some places, while wildflowers dot the gently rolling hills of other parts of the region. These contrasts stem from the region's wide variety of landforms, water features, and climates.

Landforms As you can see on the map, the landforms of Eastern Europe are arranged in a series of broad bands. In the north is the Northern European Plain. As you have already learned, this large plain stretches across most of Northern Europe.

South of the Northern European Plain is a low mountain range called the **Carpathians** (kahr-PAY-thee-uhnz). These rugged mountains are an extension of the Alps of West-Central Europe. They stretch in a long arc from the Alps to the Black Sea area.

South and west of the Carpathians is another plain, the Great Hungarian Plain. As its name suggests, this fertile area is located mostly within Hungary.

South of the plain are more mountains, the Dinaric (duh-NAR-ik) Alps and Balkan Mountains. These two ranges together cover most of the **Balkan Peninsula**, one of the largest peninsulas in Europe. It extends south into the Mediterranean Sea area.

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Teach the Big Idea

1. Whole Class Open/Introduction

If **YOU** lived there ...

Why do you think the Danube is so busy?

Review the scenario with students and lead a class discussion around responses to the question. Remind students that all responses are valid as long as they are supported with valid reasoning. You may wish to review the following points to frame your discussion.

Consider the importance of its LOCATION:

- needed habitat for wildlife
- flows through many countries, emptying in Black Sea
- drains rain, mountain snowmelt, and refreshes water supply

Consider the importance to PEOPLE:

- key transportation route for goods and travel
- source of energy
- source of irrigation for farming

2. Direct Teach Introduce the Big Idea: *The physical geography of Eastern Europe varies greatly from place to place.* Discuss with students that some regions, such as large deserts, have fairly consistent features. Others, like Eastern Europe, vary greatly from one place to another. Ask: What causes these variations? Discuss that these differences occur mainly because Eastern Europe has many different landforms, water features, and climates.

3. Practice/Assess/Inquire Have students make a three-column table, labeled *Baltic Region*, *Interior Plains*, and *Balkan Peninsula*. As they read the lesson and study the map on the next page, have them list the landforms, water features, climate, and vegetation that are associated with each region.

4. Explore (Collaborative Exploration) After completing the table, have students write two paragraphs identifying the region that they think has the most favorable and least favorable physical geography. Students should support their conclusions.

5. Whole Group Close/Reflect Have students make three suggestions for how the area with the least favorable physical geography might turn its disadvantages into assets.

*Alternative Assessment Handbook, Rubric 37: Writing Assignments

ONLINE DOCUMENT-BASED INVESTIGATION

Eastern Europe

The Plains of Ukraine is the first of four document-based investigations that students will analyze in Eastern Europe. Students will read a passage by Nikolai Gogol, one of Russia's greatest novelists, describing the plains in his homeland.

Teach the Main Idea

The physical features of Eastern Europe include wide open plains, rugged mountain ranges, and many rivers.

Identify What are the names of the region's plains? the major mountain ranges?

Northern European Plain, Great Hungarian Plain; Carpathians, Dinaric Alps, Balkans

Analyze Why is the Danube so important to the economies of Eastern Europe? *largest river in region, connects cities of the region and empties into the sea at a warm water port; provides outlet for trade; provides hydroelectricity*

Make Inferences Why might the Black Sea be a better route for trade and transportation than the Baltic Sea? *Its southerly location makes the Black Sea accessible year-round.*

More About ...

Connect to Science: Vistula River The Vistula is Poland's largest river. During nearly 45 years of Communist rule, the river became very polluted, passing through many cities and areas where pollutants were being discharged directly into the water. In farming areas, fertilizer runoff entered the water. To meet European Union environmental standards, Poland began working to clean up the Vistula and other rivers, a costly process that will still take many years.

► ONLINE GRAPHIC ORGANIZER

Physical Geography

As students read the lesson, have them use the graphic organizer to take notes. Students can review their graphic organizer notes at the end of the lesson to answer the following question:

Cause and Effect Why do the interior plains have more varied vegetation than other parts of Eastern Europe? *variation in climate within the interior plains region; colder, wetter climate in the north and milder, drier weather in the south*

Academic Vocabulary
function use or purpose

Water Features Like the rest of the continent, Eastern Europe has many bodies of water that affect how people live. To the southwest is the Adriatic Sea, an important route for transportation and trade. To the east, the Black Sea serves the same **function**. In the far north is the Baltic Sea. It is another important trade route, though parts of the sea freeze over in the winter.

In addition to these seas, Eastern Europe has several rivers that are vital paths for transportation and trade. The longest of these rivers, the Danube, begins in Germany and flows east across the Great Hungarian Plain. The river winds its way through nine countries before it finally empties into the Black Sea.

► ONLINE LESSON FLIP CARDS

Review Key Terms and Places

Students can use the flip cards in the Lesson Review at any time to review the lesson's key terms and places: **Carpathians, Balkan Peninsula, Chernobyl**.

► ONLINE INTERACTIVE VISUALS

Carousel: Physical Features of Eastern Europe

Have students navigate through the carousel and note similarities and differences among the images or identify a unifying theme. You may wish to use the associated question as a discussion prompt.

Analyze Visuals What physical features do you see in the photos? *coastlines, mountains, rivers, forests*



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► ONLINE INTERACTIVE MAPS

Eastern Europe: Physical

Have students explore the map using the interactive features and answer the associated questions.

Location What large river flows through the southern part of the region? 4 (Danube)

In print edition, see map of same title.

1. Location What large river flows through the southern part of the region? *Danube*

2. Region Where do you think most of Eastern Europe's large cities are? Why? *along rivers, on coasts, or on fertile plains; flat land and waterways are easier for transportation, communication, trade, and farming than mountainous areas*

COLLABORATIVE LEARNING

Getting to Know Eastern Europe

1. Organize the class into three groups. Assign each group to a region: the Baltic Region, Interior Plains, or Balkan Peninsula. Make a large physical map of Eastern Europe available.
2. Tell each group that they will present a short program to the class that describes the physical features of their area. Presentations should include pointing out the major landforms of the area on the map, giving a weather forecast for each season of the year, suggesting what kind of outdoor clothing is appropriate

for the area's climate, and describing the vegetation visitors might see walking or biking through the area.

3. Have students explain how the area is similar to and different from the other two areas of the region.

*Alternative Assessment Handbook, Rubrics 14: Group Activity; 21: Map Reading; and 29: Presentations

For additional instruction, go to end of lesson.

Historical Source

The Plains of Ukraine

One of Russia's greatest novelists, Nikolai Gogol (GAW-guhl), was actually born in what is now Ukraine. Very fond of his homeland, he frequently wrote about its great beauty. In this passage from the short story "Taras Bulba," he describes a man's passage across the wide open fields of Ukraine.



Analyze Sources

What features does Gogol describe on the plains of Ukraine?

"No plough had ever passed over the immeasurable waves of wild growth; horses alone, hidden in it as in a forest, trod it down. Nothing in nature could be finer. The whole surface resembled a golden-green ocean, upon which were sprinkled millions of different flowers. Through the tall, slender stems of the grass peeped light-blue, dark-blue, and lilac star-thistles; the yellow broom thrust up its pyramidal head; the parasol-shaped white flower of the false flax shimmered on high. A wheat-ear, brought God knows whence, was filling out to ripening. Amongst the roots of this luxuriant vegetation ran partridges with outstretched necks. The air was filled with the notes of a thousand different birds."

—from "Taras Bulba," by Nikolai Gogol

Reading Check

Find Main Ideas What are the main bodies of water in Eastern Europe?

As you might expect, the Danube is central to the Eastern European economy. Some of the region's largest cities lie on the Danube's banks. Thousands of ships travel up and down the river every year, loaded with both goods and people. In addition, dams on the western parts of the river generate much of the region's electricity. Unfortunately, the high level of activity on the Danube has left it heavily polluted.

Climate and Vegetation

Like its landforms, the climates and natural vegetation of Eastern Europe vary widely. In fact, the climates and landscapes found across Eastern Europe determine which plants will grow there.

The Baltic Coast The shores of the Baltic Sea are the coldest location in Eastern Europe. Winters there are long, cold, and harsh. This northern part of Eastern Europe receives less rain than other areas, but fog is common. In fact, some parts of the area have as few as 30 sunny days each year. The climate allows huge forests to grow there.

The Interior Plains The interior plains of Eastern Europe are much milder than the far north. Winters there can be very cold, but summers are generally pleasant and mild. The western parts of these plains receive much more rain than those areas farther east.

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ENGLISH LANGUAGE LEARNERS

Descriptive Writing

- To help students describe the various features of physical geography in Eastern Europe, draw their attention to the passage from "Taras Bulba," by Nikolai Gogol. Review the descriptive and figurative language Gogol used to describe the plains of Ukraine (e.g., "golden-green ocean," "the yellow broom," "the parasol-shaped white flower," "notes of a thousand different birds").
- Have students select another landform, water feature, climate type, or natural vegetation landscape found in Eastern

Europe and write a paragraph with descriptive or figurative language using Gogol's passage as a model text.

- Provide students time for oral planning with a partner to discuss how they imagine the geographic feature to look, sound, smell, taste, or feel. Have them brainstorm descriptive and figurative language they plan to use in their paragraphs.
- After students have completed their paragraphs, invite some students to read their paragraphs aloud to the class.

*Alternative Assessment Handbook, Rubric 40: Writing to Describe

Teach the Main Idea

The climate and vegetation of Eastern Europe differ widely in the North and the South.

Recall Which region has the mildest climate? *Balkan Peninsula*

Analyze Why are forests more common in the Baltic region than in the Balkan Peninsula? *Balkan Peninsula is much drier*

Cause and Effect Why do the interior plains have more varied vegetation than other parts of Eastern Europe? *variation in climate within the interior plains region, with colder, wetter climate in the north and milder, drier weather in the south*

More About . . .

Misconception Alert The waters of the Black Sea are not really black. The Greek name for this body of water was a word meaning inhospitable or unfriendly sea because of its rough waters. Later, as the Greeks set up colonies along the shores of the Black Sea, they saw it as more calm and inviting, changing its name to one that meant friendly sea. After the Turks took control of the southern shores of the sea, they changed its name once again. Turkish sailors experienced much stormy weather, with rough and choppy waters, so they named this body of water the Karadeniz, or Black Sea.

Chernobyl The 1986 nuclear power accident at Chernobyl was the world's worst nuclear disaster. It released about 200 times as much radioactive material into the air as the Hiroshima and Nagasaki bombs combined. Winds carried the radiation over Belarus, Russia, and Ukraine, and as far west as France and Italy. The accident led to 30 deaths, increased thyroid cancer among children living near the area, and exposed up to 5 million people to dangerous levels of radiation.

ONLINE DOCUMENT-BASED INVESTIGATION HISTORICAL SOURCE

The Plains of Ukraine

Have students read the excerpt by Nikolai Gogol. You may wish to use the associated question as a discussion prompt.

Analyze Sources What features does Gogol describe on the plains of Ukraine? *grasslands, colorful flowers of varied shapes, birds*

In print edition, see Historical Source of same title.

READING CHECK

Find Main Ideas What are the main bodies of water in Eastern Europe? *Adriatic Sea, Baltic Sea, Black Sea, Danube River*

ONLINE ANALYZE VIDEOS

Chernobyl, Part 1

Have students watch the video individually or as a class. You may wish to use the associated question as a discussion prompt.

Analyze Videos How much more radiation was released at Chernobyl than from the atomic bombs dropped on Japan during World War II? *about 200 times more radiation*

Watch Channel One News



VISUALS

Radiation Cleanup

Have students study the image and answer the associated question.

Analyze Visuals What precautions are the scientists taking to protect themselves from radiation in the environment? *Possible answer: The scientists are wearing protective masks, hazardous material suits, and gloves.*

Radiation Cleanup

A nuclear accident in 1986 leaked dangerous amounts of radiation into Eastern Europe's soil. Ukraine's government and scientists are still working to repair the damage.

Analyze Visuals

What precautions are the scientists taking to protect themselves from radiation in the environment?



Because of this variation in climate, the plains of Eastern Europe have many types of vegetation. Huge forests cover much of the north. South of these forests are open grassy plains.

Unfortunately, Eastern Europe's forests were greatly damaged by a terrible accident in 1986. A faulty reactor at the Chernobyl (chuhr-NOH-buhl) nuclear power plant in Ukraine exploded, releasing huge amounts of radiation into the air. This radiation poisoned millions of acres of forest and ruined soil across much of the region.

The Balkan Coast Along the Adriatic Sea, the Balkan coast has a Mediterranean climate, with warm summers and mild winters. As a result, its beaches are popular tourist destinations.

Because a Mediterranean climate does not bring much rain, the Balkan coast does not have many forests. Instead, the land there is covered by shrubs and hardy trees that do not need much water.

Summary and Preview The landforms of Eastern Europe vary widely, as do its cultures. Next you will study the cultures of the northernmost parts of the region.

Lesson 1 Assessment

Review Ideas, Terms, and Places

- Identify** What are the major mountain ranges of Eastern Europe?
Make Inferences How do you think the physical features of Eastern Europe influence where people live?
Elaborate Why is the Danube so important to the people of Eastern Europe?
- Describe** What is the climate of the Balkan Peninsula like?
Explain Why are there few trees in the far southern areas of Eastern Europe?
Predict How do you think the lingering effects of the Chernobyl accident affect the plant life of Eastern Europe?

Critical Thinking

- Categorize** Draw a chart and for each column, identify the landforms, climates, and vegetation of the specific area in Eastern Europe.

	Landforms	Climates	Vegetation
Baltic coast			
Interior plains			
Balkan coast			

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READING CHECK

Contrast How do the climates and vegetation of Eastern Europe vary? *Baltic—coldest climate with long, harsh winters, mostly forests; Interior Plains—milder than Baltic, cold winters, summers generally mild; Balkan Peninsula—Mediterranean climate with warm summers and mild winters, vegetation is shrubs and hardy trees that do not need much water*

Print Assessment

Review Ideas, Terms, and Places

- Identify** What are the major mountain ranges of Eastern Europe? *Carpathians, Dinaric Alps, Balkans*
- Make Inferences** How do you think the physical features of Eastern Europe influence where people live? *Fewer people live in mountainous areas; cities are located along navigable rivers, near coasts; farming communities are located on plains.*

c. Elaborate Why is the Danube so important to the people of Eastern Europe? *major path for transportation and trade; many of the region's largest cities lie on its banks; provides hydroelectric power for the region*

- Describe** What is the climate of the Balkan Peninsula like? *Mediterranean climate with warm summers and mild winters*
- Explain** Why are there few trees in the far southern areas of Eastern Europe? *because of the dry Mediterranean climate*
- Predict** How do you think the lingering effects of the Chernobyl accident affect the plant life of Eastern Europe? *With ruined soil, fewer plants will grow, and those that do may be more fragile.*

Critical Thinking

- Categorize** Draw a chart with four rows and four columns. Label rows two through four as the *Baltic coast*, *Interior plains*, and *Balkan coast*. Label columns two through four as *Landforms*, *Climates*, and *Vegetation*. List examples for each aspect of physical geography for the specific areas in Eastern Europe. *Possible answers: Baltic coast—Northern European Plain, coldest region, huge forests; Interior plains—Great Hungarian Plain, Carpathian Mountains, milder than far north with cold winters and mild summers, forests in north, grassy plains in south; Balkan coast—Balkan Mountains, Dinaric Alps, Mediterranean climate, shrubs and hardy trees*

► Online Assessment

1. How is the Baltic Sea different from the Adriatic and Black Seas?

- It is an important trade route.
- Parts of it are heavily polluted.
- It is used to generate electricity.
- Parts of it freeze over in the winter.

Alternate Question Select the answer choice from the drop-down list to complete the sentence correctly.

Although parts of it freeze over in the winter, the **Baltic Sea** is an important trade route in Eastern Europe.

2. Why are there few forests along the Balkan coast?

- because a Mediterranean climate brings little rain
- because the long winters make it difficult for trees to grow
- because the presence of shrubs makes it difficult for trees to grow
- because an accident at the Chernobyl nuclear power plant ruined soil

Alternate Question Select the answer choice from the drop-down list to complete the sentence correctly.

Because a Mediterranean climate does not bring much rain, there are not many forests on the **Balkan coast**.

3. **Compare and Contrast** How are the northern and southern parts of Eastern Europe similar and different? Describe one similarity and one difference.

Both the northern and southern parts of this region have coastlines along seas. While the shores of the Baltic Sea in the northern part are cold and often stormy, the shores along the Adriatic and Black Seas in the southern part feature warm, sunny beaches.

4. **Draw Conclusions** Where in Eastern Europe would it be most difficult to farm? Explain your answer.

The Baltic coast would be the most difficult place to farm. This northern part of Eastern Europe receives less rain than other areas, and some parts of the area have as few as 30 sunny days a year.

ADDITIONAL INSTRUCTIONAL MATERIALS

STRUGGLING READERS

Main Ideas and Details

1. Have students reread the introductory paragraph to Lesson 1, beginning with “If YOU lived there.” Ask them to underline the sentence that states the main idea of the passage, and ask a volunteer to restate it in different words.
2. Then have a student identify the part of the lesson that supports this statement. Ask students to circle sentences or phrases that support the main idea and explain how they support it. List all responses for students to see.
3. When the list is complete, ask a volunteer to use the details listed to explain why the Danube is so important to the region.
4. Have students work in pairs to find other main ideas in the lesson and two or three facts that support each idea. Have students share the main ideas and supporting details with the class.

*Alternative Assessment Handbook, Rubrics 1: Acquiring Information; and 14: Group Activity

SPECIAL NEEDS STUDENTS

Map of Eastern Europe

1. Read aloud each label on the map of Eastern Europe for students. As you do, have students locate the label on the map and point to it.
2. Ask students to find instances of the names of countries or physical features used in sources such as newspaper or magazine headlines and articles.

*Alternative Assessment Handbook, Rubric 21: Map Reading



Poland and the Baltic Republics



► Online Lesson 2 Enrichment Activities

Auschwitz

Video Students watch the video to learn about Auschwitz, which was located in southern Poland. Auschwitz was the largest Nazi concentration camp in World War II. Students then write three paragraphs telling a friend about Auschwitz and the Holocaust.

Baltic Song Festivals

Activity Students read about Baltic song festivals, which have been around since the late 1800s. Students then conduct research to learn more about the festivals and use this information to prepare a presentation. In the presentation, they explain how the festivals originated, when and where they take place, and the various activities that are part of the festivals.

Rising Tensions in Lithuania

Video Students view a video to learn why Lithuania is concerned over the possibility of a Russian invasion. As a result of this concern, Lithuania has increased its military and has started drafting individuals. Students then imagine they are citizens of Lithuania and write letters to the editor of a local newspaper arguing for or against the new military draft.

Poland and the Baltic Republics

The Big Idea

The histories of Poland and the Baltic Republics, both as free states and as areas dominated by the Soviet Union, still shape life there.

Main Ideas

- History ties Poland and the Baltic Republics together.
- The cultures of Poland and the Baltic Republics differ in language and religion but share common customs.
- Economic growth is a major issue in the region today.

Key Terms and Places

infrastructure
Warsaw

If YOU lived there ...

You live in the beautiful and historic city of Krakow, Poland. Over the centuries, terrible wars have damaged many Polish cities, but Krakow is filled with cobblestone streets, romantic castles, and elaborate churches. The city is home to one of Europe's oldest shopping malls, the 500-year-old Cloth Hall. Glorious old Catholic churches also rise high above many parts of the city.

What does the city suggest about Polish history?

History

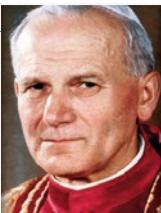
The area around the Baltic Sea was settled in ancient times by many different groups. In time, these groups developed into the people who live in the region today. One group became the Estonians, one became the Latvians and Lithuanians, and one became the Polish. Each of these groups had its own language and culture. Over the centuries, however, shared historical events have helped tie all these people together.

Early History By the Middle Ages, the people of the Baltics had formed many independent kingdoms. The kingdoms of Lithuania and Poland were large and strong. Together they ruled much of Eastern and Northern Europe. The smaller kingdoms of Latvia and Estonia, on the other hand, were not strong. In fact, they were often invaded by their more powerful neighbors. These invasions continued through the 1800s.

BIOGRAPHY

Pope John Paul II (1920–2005)

Karol Wojtyła, later called Pope John Paul II, was born in Poland. Raised a Roman Catholic, he became a priest shortly after the Soviets took over the country. After becoming pope in 1978, he encouraged the Polish people to protest against their Communist government. The pope's efforts played a role in Poland breaking away from the Soviet Union in 1989.



Eastern Europe 535

Teach the Big Idea

1. Whole Class Open/Introduction

If **YOU** lived there ...

What does the city suggest about Polish history?

Review the scenario with students and lead a class discussion around responses to the question. You may wish to review the following points to frame your discussion.

Consider the GEOGRAPHY of Poland:

- flat, arable land good for growing crops
- access to the Baltic Sea and many rivers good for trade
- valuable natural resources good for industry

Consider the CULTURE of Poland:

- castles and streets suggest the importance of history and traditions
- Catholic churches suggest the importance of religion
- Cloth Hall suggests a lively marketplace

2. Direct Teach

Introduce the Big Idea: *The histories of Poland and the Baltic Republics, both as free states and as areas dominated by the Soviet Union, still shape life there.* Discuss with students that Poland and the Baltic Republics have histories of being both free states and states under the control of the Soviet Union. Ask: How might these countries' histories as free states affect them today? How might their histories of being controlled by a more powerful state affect them? For example, if a country's citizens have a history of living under a dictatorship, how might that affect their ability to create a strong democracy?

3. Practice/Assess/Inquire

Write the phrase "caught between east and west" on the board. Discuss that many people believe Poland and the Baltic Republics are caught between east and west. Have students skim the lesson looking for subheads, maps, and illustrations to help them understand what this phrase means. Ask: Why have these countries been forced to become involved in conflicts between more powerful nations and competing belief systems?

4. Explore (Collaborative Exploration)

Discuss whether the area is likely to become involved in conflicts between east and west in the future. Have students give reasons for their opinions.

5. Whole Group Close/Reflect

Have students pick one event from the history of Poland or a Baltic Republic and create a graphic organizer showing the causes and effects of this event.

*Alternative Assessment Handbook, Rubrics 11: Discussions; and 13: Graphic Organizers

Teach the Main Idea

History ties Poland and the Baltic Republics together.

Recall When did the Soviet Union first gain control of parts of Poland and the Baltic Republics? *during World War II when Soviet troops invaded Poland and occupied the Baltic Republics*

Compare How have the histories of Poland and the Baltic Republics been similar since World War II? *Both were dominated by the Soviet Union, had Communist governments, and in 1989 and 1991 rejected communism and became independent.*

More About ...

Connect to History: The Baltic Way One of the most remarkable protests against Soviet rule was on August 23, 1989. About 2

million people from Lithuania, Latvia, and Estonia held hands to form a human chain 600 km (370 miles) long linking Vilnius, Riga, and Tallinn. It showed that the republics would stand together to break free from Soviet domination. This protest is known as the Baltic Way.

ONLINE DOCUMENT-BASED INVESTIGATION

Eastern Europe

Baltic Embroidery is the second of four document-based investigations in Eastern Europe. Students will examine the visual source and description of traditional clothing decoration in the Baltic region.

For additional instruction, go to end of lesson.

► ONLINE GRAPHIC ORGANIZER

Poland and the Baltic Republics

As students read the lesson, have them use the graphic organizer to take notes. Students can review their graphic organizer notes at the end of the lesson to answer the following question:

Contrast How have the histories of the Baltic Republics and Poland led to cultural differences? *Languages are different because countries were settled by different groups. Religion was affected by trade patterns and invasion. Most people in Poland and Lithuania are Catholic because of trade with Roman Catholic countries. Most people in Latvia and Estonia are Lutheran because of Swedish rule.*

► ONLINE LESSON FLIP CARDS

Review Key Terms and Places

Students can use the flip cards in the Lesson Review at any time to review the lesson's key terms and places: **infrastructure, Warsaw**.

► ONLINE INTERACTIVE MAPS

Eastern Europe under Soviet Influence, 1988

Have students explore the map using the interactive features and answer the associated questions.

Region Which modern countries were part of the Soviet Union? *Russia, Estonia, Latvia, Lithuania, Moldova, Ukraine, Belarus*

In print edition, see map of same title.

1. Region Which modern countries were part of the Soviet Union? *Russia, Estonia, Latvia, Lithuania, Moldova, Ukraine, Belarus*

2. Region What other countries have changed since 1988? *Every country in the region changed to some degree—for example, East Germany reunited with West Germany, Czechoslovakia split into the Czech Republic and Slovakia, and other Communist governments in the region fell.*

READING CHECK

Analyze Effects How did the Soviet Union influence the region's history? *The Soviet Union took over much of Eastern Europe after World War II. The Baltic Republics became part of the Soviet Union, and Poles were forced to accept a Communist government.*

[Explore ONLINE!](#)

The World Wars Both World War I and World War II were devastating for the Baltic people. Much of the fighting in World War I took place in Poland. As a result, millions of Poles—both soldiers and civilians—died. Thousands more were killed in the Baltic countries.

World War II began when the Germans invaded Poland from the west. As the Germans pushed through Poland from the west, the army of the Soviet Union invaded Poland from the east. Once again, Poland suffered tremendously. Millions of people were killed, and property all over Poland was destroyed. Estonia, Latvia, and Lithuania also suffered. All three countries were occupied by the Soviet army.

Soviet Domination As the map shows, the Soviet Union totally dominated Eastern Europe after World War II. Estonia, Latvia, and Lithuania became parts of the Soviet Union. Poland remained free, but the Soviets forced the Poles to accept a Communist government.

Many Eastern Europeans opposed Communist rule, and the Communist governments in the region eventually fell. Poland rejected Communism and elected new leaders in 1989. The Baltic Republics broke away from the Soviet Union in 1991 and became independent once more.

Reading Check

Analyze Effects
How did the Soviet Union influence the region's history?

536 Module 16

ADVANCED/GIFTED

Sequence and Contrast Historical Events

1. Ask students to contrast the histories of Poland and the Baltic Republics with the history of the United States.

2. List the following items out of order on the board for students to see: *Baltic peoples form kingdoms, World War I, World War II, Baltic Republics added to Soviet Union, Poland rejects communism, Soviet Union invades Poland, Soviet army occupies Baltic Republics, Baltic Republics break away from the Soviet Union.*

3. Challenge students to place the events in the correct order on a timeline. Then have students research events in U.S. history that happened at the same time. Discuss how the history of the United States contrasts to the histories of the countries in this region.

*Alternative Assessment Handbook, Rubrics 9: Comparing and Contrasting; and 36: Timelines

536 Module 16, Lesson 2

For additional instruction, go to end of lesson.

Culture

In some ways, the cultures of Poland and the Baltic Republics are very different from each other. For example, people in the area speak different languages and practice different religions. In other ways, however, their cultures are actually quite similar. Because the four countries lie near each other, common customs have taken root in all of them. People cook similar foods and enjoy the same types of entertainment.

Cultural Differences The most obvious differences between the cultures of the Baltic countries are their languages and religions. Because the countries were first settled by different groups, each has its own language today. Of these languages, only Latvian and Lithuanian are similar to each other. Polish is related to the languages of countries farther south. Estonian is similar to Finnish.

Trade patterns and invasions have affected religion in the area. Poland and Lithuania traded mostly with Roman Catholic countries, and so most people there are Catholic. Latvia and Estonia, on the other hand, were ruled for a long time by Sweden. Because the Swedish are mostly Lutheran, most people in Latvia and Estonia are Lutheran as well.

Cultural Similarities Unlike language and religion, many of the customs practiced in the Baltic countries cross national boundaries. For example, people in these countries eat many of the same types of foods. Potatoes and sausage are very popular, as is seafood.

Other shared customs tie the Baltic countries together as well. For example, people in all three countries practice many of the same crafts. Among these crafts are pottery, painting, and embroidery.

Link to the Arts

Baltic Embroidery

One of the crafts for which the people of the Baltic region are best known is embroidery. This type of decorative sewing lets people create beautiful designs. They use these designs on their clothing, tablecloths, and other cloth goods.

For centuries, people in the Baltic countries—both men and women—have embroidered the clothing they wear on special occasions, such as weddings. They use many colors of thread to sew intricate patterns of flowers, hearts, and geometric designs. Because the embroidery is done by hand, it can take hours of work to create a single garment.

Draw Conclusions

Why do you think people embroider only clothing for special occasions?



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ENGLISH LANGUAGE LEARNERS

Compare and Contrast Eastern European Culture

- To help students understand and communicate the similarities and differences between the cultures in Poland and the Baltic countries, have them create charts.
- After reading the segment titled *Culture*, organize students into pairs, and ask them to work with their partners to create charts with four columns labeled *Poland*, *Estonia*, *Latvia*, and *Lithuania*. Have them label five rows *language*, *religion*, *food*, *crafts*, and *music and dance*.

- Ask students to identify new vocabulary words and use context clues, dictionaries, and their partners to further comprehend the text.
- After students have filled in the chart with their partners, discuss with the class how the cultures of the four countries are similar and how they are different. Ask students how they think the similarities and differences have formed over time.

*Alternative Assessment Handbook, Rubrics 7: Charts; 9: Comparing and Contrasting; and 11: Discussions

Teach the Main Idea

The cultures of Poland and the Baltic Republics differ in language and religion but share common customs.

Explain Why are there many different languages in the Baltic countries? *because they were settled by different groups of people*

Compare How are the Baltic Republics and Poland alike? *similar foods; same crafts, such as ceramics, painting, embroidery; love of music and dance*

Contrast How have the histories of the Baltic Republics and Poland led to cultural differences? *Languages are different because countries were settled by different groups; Sweden, where most people are Lutheran, once ruled Latvia and Estonia, so most are Lutheran; Poland and Lithuania traded mostly with Roman Catholic countries, so most are Catholic.*

More About . . .

Connect to Today: Tallinn Each year, this Estonian city attracts many tourists to its medieval Old Town, built in the 11th to 15th centuries. The town is now a UNESCO World Heritage site. Tallinn has many medieval churches and guild halls, places where craftsmen or wealthy merchants met. Another popular attraction is the Kadriorg Palace and Park, built in 1718 as a summer home for Czar Peter the Great and his family. Today, it serves as an art museum.

ONLINE DOCUMENT-BASED INVESTIGATION

Baltic Embroidery

Have students read about Baltic embroidery and answer the associated question.

Draw Conclusions Why do you think people embroider only clothing for special occasions?

Possible answer: People in the Baltic countries have been wearing embroidered clothing to special events for centuries. They are keeping the tradition and their heritage alive.

In print edition, see Link to the Arts feature of same title.

Teach the Main Idea

Economic growth is a major issue in the region today.

Explain Why were the economies of Poland and the Baltic Republics hurt by Soviet rule? *The Soviet Union failed to create a strong infrastructure to support economic activities.*

Analyze Why has replacing outdated factories with new ones helped Warsaw become a major industrial center? *Factories with modern technologies are more efficient, productive, and cost effective.*

More About . . .

Link to Today: Poland's Growing Economy After the Soviet Union fell apart, Poland worked hard to separate itself from the failed economic policies of communism. It immediately adopted Western ideas and values and embraced the concepts of competition and democracy. As a result, its economy has grown at an average rate of about 4 percent a year. Its per capita income is about \$24,000, and many entrepreneurs have started successful businesses. In another sign of economic stability, exports increased over 25 times in the years between 1989 and 2013.

READING CHECK

Compare How are the cultures of the Baltic countries similar? *similar foods, crafts, love of music and dance*

Reading Check
Compare
How are the cultures of the Baltic countries similar?

Also common to the countries of the Baltic Sea area is a love of music and dance. For centuries, people of the Baltics have been famous for their musical abilities. Frédéric Chopin (1810–1849), for example, was a famous Polish pianist and composer. Today, people throughout Poland and the Baltic Republics gather at music festivals to hear popular and traditional tunes.

The Region Today

Estonia, Latvia, Lithuania, and Poland all still feel the effects of decades of Soviet rule. The economies of all four countries suffered because the Soviets did not build a decent infrastructure. An **infrastructure** is the set of resources, like roads, airports, and factories, that a country needs in order to support economic activities. The many factories built by the Soviets in Poland and the Baltics could not produce as many goods as those in Western Europe.

Today, Poland and the Baltic Republics are working to rebuild and strengthen their economies. They are replacing the old and outdated factories built by the Soviets with new ones that take advantage of modern technology. As a result, cities like **Warsaw**, the capital of Poland, have become major industrial centers.

To further their economic growth, the countries of this region are also seeking new sources of income. One area in which they have found some success is tourism. Since the collapse of the Soviet Union in 1991, many Americans and Western Europeans have begun visiting. Polish cities like Warsaw and Krakow have long attracted tourists with their rich history and famous sites. Vilnius, Lithuania; Tallinn, Estonia; and Riga, Latvia, have also become tourist attractions. People are drawn to these cities by their fascinating cultures, cool summer climates, and historic sites.

Summary and Preview Poland and the Baltic Republics are still feeling the effects of decades of Soviet rule. In the next section, you will learn about more countries that feel the same effects.

Lesson 2 Assessment

Review Ideas, Terms, and Places

- Identify** What country ran the area after World War II?
- Draw Conclusions** How do you think the two world wars affected the people of Poland?
- Describe** How do the languages spoken in Poland and the Baltic Republics reflect the region's history?
- Elaborate** Why do you think that people across the region practice many of the same customs?
- Recall** What is one industry that has grown in the region since the fall of the Soviet Union?
- Explain** How did Soviet rule hurt the area's economy?

Critical Thinking

- Analyze Effects** Draw a two-column chart with three rows. List major events for the region in the left column. For each box on the right, explain how the event affected the cultures or economies of the region.

Event	Effect
Soviet rule	
Breakup of the Soviet Union	
Growth of tourism	

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READING CHECK

Form Generalizations How has the region changed in recent years? *Infrastructure changes such as replacing old, outdated factories with more modern ones have led to stronger economies; cities such as Warsaw have become major industrial centers; tourism has become important to the economies of many cities in the area.*

region's history? *Languages reflect who first settled in an area. Estonian is similar to Finnish; Polish resembles languages from farther south.*

- Elaborate** Why do you think that people across the region practice many of the same customs? *They grow similar crops, have similar resources, and, as nearby countries, were influenced by each other's cultures.*
- Recall** What is one industry that has grown in the region since the fall of the Soviet Union? *tourism*
- Explain** How did Soviet rule hurt the area's economy? *The Soviets failed to repair aging infrastructure such as roads and factories.*

Critical Thinking

- Analyze Effects** Draw a two-column chart with three rows and list major events in the left column. For each box on the right, explain how the event affected the cultures or economies of the region. *Soviet rule—weakened economies, imposition of Communist rules; Breakup—end of Communist rule, independence for Baltic Republics, increased tourism; Tourism—strengthened economies*

Print Assessment

Review Ideas, Terms, and Places

- Identify** What country ran the area after World War II? *the Soviet Union*
- Draw Conclusions** How do you think the two world wars affected the people of Poland? *Many people lost family, friends, homes, property, and livelihoods.*
- Describe** How do the languages spoken in Poland and the Baltic Republics reflect the

For additional instruction, go to end of lesson.

Online Assessment

1. Which historical event is shared among Estonia, Latvia, and Lithuania?
 - They conquered part of Poland in the 1800s.
 - They gained independence from Poland in the 1800s.
 - They were occupied by the Soviet army during World War II.
 - They were destroyed by the German army during World War I.

Alternate Question Select the answer choice from the drop-down list to complete the sentence correctly.

Estonia, Latvia, and Lithuania were occupied by the Soviet Union during *World War II* .

2. Why are most people in Poland and Lithuania Catholic?
 - because of trade patterns
 - because of foreign invasions
 - because of the influence of tourism
 - because of the influence of language

Alternate Question Select the answer choice from the drop-down list to complete the sentence correctly.

Poland and *Lithuania*  traded mostly with Roman Catholic countries, so most people there are Catholic.

3. Which of the following has created a problem for the economies of Poland and the Baltic Republics?
 - climate conditions
 - government instability
 - a lack of tourist destinations
 - a lack of decent infrastructure

Alternate Question Select the answer choice from the drop-down list to complete the sentence correctly.

Today, Poland and the Baltic Republics are working to strengthen their economies by building new *factories* .

4. **Compare and Contrast** How were the pre-20th-century histories of Estonia, Latvia, Lithuania, and Poland similar and different? Describe one similarity and one difference.

Prior to the 20th century, independent kingdoms arose in Estonia, Latvia, Lithuania, and Poland. While the kingdoms of Lithuania and Poland were large and strong, the kingdoms of Estonia and Latvia were small and not strong.

5. **Make Generalizations** How do the customs practiced in the Baltic countries cross national boundaries? Describe two ways.

People in these countries eat many of the same types of foods, such as potatoes and sausage. People in all three countries practice many of the same crafts, such as pottery, painting, and embroidery.

6. **Cause and Effect** How have decades of Soviet rule affected the economies of Poland and the Baltic Republics?

The many factories built by the Soviets in Poland and the Baltic Republics could not produce as many goods as those in Western Europe. This lack of modern factories has hindered the economic growth of this region.

ADDITIONAL INSTRUCTIONAL MATERIALS

continued from page 536

COLLABORATIVE LEARNING

Rebuilding Poland and the Baltic Republics

1. Point out that Poland and the Baltic countries have been successful in moving from Communist economies and governments to market economies and democracy. Despite this, they still lag behind Western European nations economically. Discuss why infrastructure is so critical to economic growth.
2. Organize the class into groups. Assign each group two countries: Poland or one of the Baltic Republics and one of the Western European nations of a similar size. Have students use an almanac or an online source to compare the two countries in terms of area, population, per capita GDP, tourism, miles of railroads, number of telephones, cars, airports, and life expectancy.
3. Instruct each group to create a chart or graph showing their data and comparing their two countries. Tell them to make certain their charts or graphs are clearly labeled and easy to understand.
4. Instruct each group to identify any similarities and differences between their two countries.

*Alternative Assessment Handbook, Rubrics 9: Comparing and Contrasting; and 28: Posters

TIERED ACTIVITY

Political Cartoons on Soviet Union Takeover

Below Level

- Organize students into pairs. Provide each pair with a cartoon about the Communist takeover of Poland or the Baltic Republics. The cartoon should have been published at the time these events took place.
- Instruct partners to work together to analyze the meaning of the cartoon. They also should discuss the meaning of any symbols used in the cartoon.
- Ask for volunteers to share the results of their discussions with the class.

At Level—Going beyond the Below Level activity:

- Instruct students to analyze any bias that the cartoonist shows in his or her cartoon. If the students believe the cartoonist is showing a bias, ask: Do you agree or disagree with the cartoonist's bias? Why or why not?

Above Level—Going beyond the Below Level and At Level activities:

- Have students work individually to draw a cartoon on this topic.
- Instruct students to share their cartoons with their partners. The partners should analyze each other's cartoons and discuss them together.

*Alternative Assessment Handbook, Rubrics 11: Discussions; 16: Judging Information; and 27: Political Cartoons

continued from page 535

BIOGRAPHY

Pope John Paul II (1920–2005)

Have students read the biography of Pope John Paul II, who was born in Poland. After he became pope in 1978, he urged citizens to speak out against the Soviet government. In 1989 Poland was able to break away from the Soviet Union.

continued from page 536

ONLINE ANALYZE VIDEOS

Poland

Have students watch the video individually or as a class. You may wish to use the associated question as a discussion prompt.



Analyze Videos Why did Germany sign a pact with Russia? *The pact contained a clause for the division of Poland.*

continued from page 538

SPECIAL NEEDS STUDENTS

Poland and the Baltic Republics

1. Organize the class into mixed-ability groups. Assign each group two or three of the following people, places, and terms: *World War I, World War II, Pope John Paul II, Frédéric Chopin, Soviet Union, infrastructure, Warsaw, tourism.*
2. Then ask each group to explain specific details about the person, place, or term in connection with Poland and the Baltic Republics. Tell students they can express their answers orally, in writing, through illustrations, or in brief skits.
3. If necessary, discuss facts that students did not mention. Then have students summarize the main ideas covered in the text about Poland and the Baltic Republics.

*Alternative Assessment Handbook, Rubrics 11: Discussions; and 14: Group Activity



Inland Eastern Europe



► Online Lesson 3 Enrichment Activities

Goulash: A Bowl of Hungarian History

Article Students read about the history of a famous dish in Hungary. Goulash had a very humble beginning and grew in popularity over time. Students then conduct research to learn more about Hungarian cuisine and create a menu for one day's worth of eating.

Democratic Reform in Eastern Europe

Activity Students create a cause-and-effect diagram about the spread of democratic reform in Eastern Europe. They conduct research to learn more about these changes and create a sequential diagram listing important events and how these events influenced other countries.

Easter in Ukraine

Article Students read that Ukrainians celebrate the coming of spring and Easter by decorating eggs, called *pysanky*, with beautiful colors and designs. Students then create their own design for a Ukrainian egg.

Inland Eastern Europe

The Big Idea

The countries of inland Eastern Europe have varied histories and cultures but face many of the same issues today.

Main Ideas

- The histories and cultures of inland Eastern Europe vary from country to country.
- Most of inland Eastern Europe today has stable governments, strong economies, and influential cities.

Key Terms and Places

Prague
Kiev
Commonwealth of Independent States
Budapest

If YOU lived there ...

You are a tourist visiting Budapest, the capital of Hungary. One morning, you stand on a bridge over the glittering water of the Danube River. You read in a guidebook that the two banks of the river were once separate cities. On the bank to your right, you see huge castles and churches standing on a tall hill. To your left is the Parliament building, obviously a much newer building.

What might have brought the cities together?

History and Culture

Located on the Northern European and Hungarian plains, inland Eastern Europe consists of six countries. They are the Czech Republic—also known as Czechia (che-kee-uh), Slovakia, Hungary, Ukraine, Belarus, and Moldova. Throughout history, many different peoples ruled these countries. Each ruling group influenced the culture and customs of the area.

Czech Republic and Slovakia The area that now includes the Czech Republic and Slovakia was once home to many small kingdoms. People called the Slavs founded these kingdoms. The Slavs were people from Asia who moved into Europe by AD 1000. Eventually, strong neighbors such as Austria conquered the Slavic kingdoms.

After World War I, the victorious Allies took land away from Austria to form a new nation, Czechoslovakia. About 50 years later, in 1993, it split into the Czech Republic and Slovakia.

Because of their location, these two countries have long had ties with Western Europe. As a result, Western influences are common. For example, many people in the two countries are Roman Catholic. The architecture of cities like **Prague** (PRAHG), the capital of the Czech Republic, also reflects Western influences.

Eastern Europe 539

Teach the Big Idea

1. Whole Class Open/Introduction

If **YOU** lived there ...

What might have brought the cities together?

Review the scenario with students and lead a class discussion around responses to the question. Remind students that all responses are valid as long as they are supported with valid reasoning. You may wish to review the following points to frame your discussion.

Consider SAFETY advantages:

- better control of bridges and river traffic
- could resist invaders from east or west
- share work of keeping bridges well maintained

Consider ECONOMIC advantages:

- common rules and customs help both economies be more efficient
- share costs of maintaining bridges and resisting invaders
- share income from river shipping, to benefit both cities

2. Direct Teach Introduce the Big Idea: *The countries of inland Eastern Europe have varied histories and cultures but face many of the same issues today.* Explain to students that during the Cold War, the dividing line between Western countries and those countries controlled by the Soviet Union was called “the iron curtain.” Ask: Why do you think the name “iron curtain” was used? Then ask: How do you think having been controlled by the Soviet Union might affect these countries today? In particular, encourage students to discuss how it might affect today’s economies.

3. Practice/Assess/Inquire Remind students that the collapse of the Soviet Union brought huge changes to inland Eastern Europe. Have students locate the countries of this area on a map such as the one titled *Eastern Europe: Physical* in Lesson 1. Then have them speculate which countries today might have strong ties to the West and which might be more influenced by Russia. Have students discuss how these ties might affect culture, government, or the economy.

4. Explore (Collaborative Exploration) Remind students that Hungary, the Czech Republic, and Slovakia have all recently joined the European Union. Ask students how EU membership might influence a country’s relationship with the West.

5. Whole Group Close/Reflect After completing the lesson, have students pick one country and write a paragraph assessing how ties to the West or Russia have helped or hurt the country.

*Alternative Assessment Handbook, Rubric 42: Writing to Inform

Teach the Main Idea

The histories and cultures of inland Eastern Europe vary from country to country.

Explain Why are the countries discussed in this lesson called “inland” countries? *They do not have any coastlines.*

Identify What is one way the Magyars influenced Hungarian culture? *Hungarians speak a language developed from that of the Magyars.*

Describe What events led to the creation of the Czech Republic and Slovakia? of Belarus and Moldova? *peaceful revolution in 1989 later split Czechoslovakia into the Czech Republic and Slovakia in 1993; Belarus and Moldova—breakup of Soviet Union in 1991*

For additional instruction, go to end of lesson.

Make Inferences Why were Ukraine, Belarus, and Moldova more likely to be influenced by Russian culture than by Western Europe? *located much closer to Russia than to Western Europe*

ONLINE DOCUMENT-BASED INVESTIGATION

Eastern Europe

The Kievan Empire is the third of four document-based investigations in Eastern Europe. Students will navigate through the image carousel to explore the history and significance of the Kievan Empire.

► ONLINE GRAPHIC ORGANIZER

Inland Eastern Europe

As students read the lesson, have them use the graphic organizer to take notes. Students can review their graphic organizer notes at the end of the lesson to answer the following question:

Compare How are the governments of the countries of Eastern Europe different today than under Soviet domination? *All were Communist under the Soviets. Today all are democracies except Belarus, which is a dictatorship.*

► ONLINE LESSON FLIP CARDS

Review Key Terms and Places

Students can use the flip cards in the Lesson Review at any time to review the lesson's key terms and places: Prague, Kiev, Commonwealth of Independent States, Budapest.

► ONLINE DOCUMENT-BASED INVESTIGATION

Carousel: The Kievan Empire

Have students navigate through the carousel and note how each image is related to the Kievan Empire. You may wish to use the associated question as a discussion prompt.

Analyze Visuals How do these images reflect Kiev's history? *Possible answer: The map shows the former Kievan Empire's territory; the monument honors an old legend about the founders of the city; the cathedral was built a little over 1,000 years ago by the people of Kiev.*

In print edition, see feature of same title.

DOCUMENT-BASED INVESTIGATION VISUAL SOURCE

The Kievan Empire

Kiev, now the capital of Ukraine, was once the capital of a large and powerful empire.

Reading Check
Analyze Events
Which groups have influenced the history of the region?

Hungary In the 900s, a group of fierce invaders called the Magyars swept into what is now Hungary. Although they were conquered by the Austrians, the Magyars continued to shape Hungarian culture. The Hungarian language is based on the language spoken by the Magyars. In fact, people in Hungary today still refer to themselves as Magyars.

Ukraine, Belarus, and Moldova The Slavs also settled Ukraine, Belarus, and Moldova. Later other groups, including the Vikings of Scandinavia, invaded and conquered the Slavs.

A group called the Rus (RUHS) built a settlement in what is now **Kiev** (KEE-ev)—also known as Kyiv, Ukraine, in the 800s. The rulers of Kiev eventually created a huge empire.

In the late 1700s, that empire became part of Russia. When the Soviet Union was formed in 1922, Ukraine and Belarus were made Soviet republics. Moldova became a republic two years later. They did not become independent until the breakup of the Soviet Union in 1991.

The long history of Russian influence in the region is reflected in the countries' cultures. For example, most people in these countries are Orthodox Christians, like the people of Russia. In addition, Ukrainian and Belarusian languages are written in the Cyrillic, or Russian, alphabet.

The Kievan Empire



Kiev, now the capital of Ukraine, was once the capital of a large and powerful empire. At its height, the Kievan Empire stretched across much of Eastern Europe and Central Asia.



According to an old legend, the city of Kiev was built by three brothers and their sister. This monument built in the 1980s honors the city's legendary founders.



The people of Kiev built Saint Sophia Cathedral in the 1000s. By that time, nearly everyone who lived in the Kievan Empire was Orthodox Christian.

540 Module 16

COLLABORATIVE LEARNING

Making History Storyboards

- Organize the class into six groups, one for each inland Eastern European country: Czech Republic, Slovakia, Hungary, Ukraine, Belarus, and Moldova.
- Tell students they are creating a storyboard on the history of their assigned country. Students should create a storyboard to be used in the creation of their documentary. Explain that a storyboard contains a sequence of drawings, along with the accompanying dialog, that is used when planning a movie, documentary, or television show.

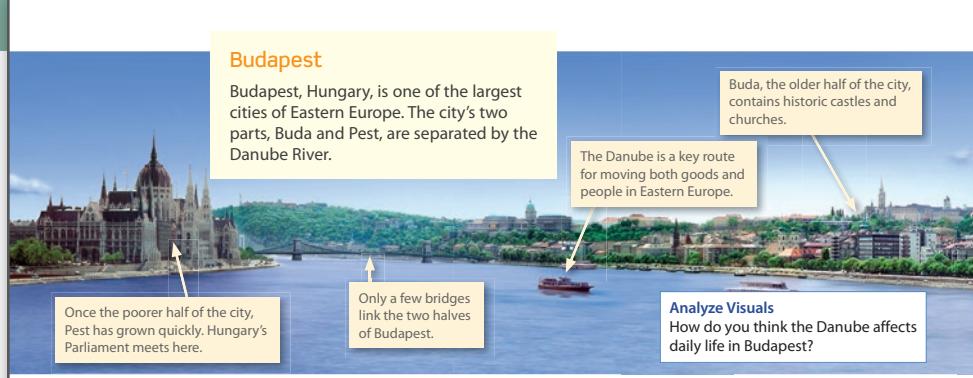
- Instruct students to do additional research to learn more about the history of their country.
- Students may want to assign different tasks to individual group members. For example, one person might do the research, another might determine what drawings should be created, and another might create the drawings.
- Place the storyboards where all class members can examine them.

*Alternative Assessment Handbook, Rubrics 14: Group Activity; 30: Research; and 39: Writing to Create

READING CHECK

Analyze Events Which groups have influenced the history of the region? *Czech Republic and Slovakia—Slavs; Hungary—Magyars; Ukraine, Belarus, Moldova—Slavs, Vikings, Rus*

For additional instruction, go to end of lesson.



Inland Eastern Europe Today

All of the countries of inland Eastern Europe were either part of the Soviet Union or run by Soviet-influenced governments. Since the end of Soviet domination, the people of inland Eastern Europe have largely overcome the problems created by the Soviets. Still, a few issues remain for the region's governments and economies.

Government During the Soviet era, the countries of inland Eastern Europe had Communist governments. Under the Communists, people had few freedoms. In addition, the Soviets were poor economic planners, and their policies caused many hardships.

Since the collapse of the Soviet Union, the governments of inland Eastern Europe have changed. Hungary, Slovakia, the Czech Republic, Ukraine, and Moldova are now republics in which the people elect their leaders. Belarus also claims to be a republic, but it is really a dictatorship.

One example of a change in government occurred when Ukraine's first free elections were held in 1994. This event indicated that democracy was taking root. However, the country faced deep divisions. The eastern part of Ukraine had more in common culturally and politically with Russia, while western Ukraine was more similar to Europe. These differences led to armed conflict over which group should control the nation.

Conflict continued over whether Ukraine should have a closer connection with Western democracies or with Russia. In 2014, Russian troops marched into the eastern region of Ukraine known as Crimea. Eventually, Russia annexed, or took over, Crimea as well as other parts of eastern Ukraine. Many consider the annexation to be a violation of international law and do not recognize Russia's claim.

The countries of inland Eastern Europe belong to several international alliances. One such alliance, the **Commonwealth of Independent States**, or CIS, meets to discuss issues such as trade and immigration that affect former Soviet republics. The CIS is based in Minsk, the capital of Belarus. Ukraine and Moldova are also members, as are many countries in Asia.

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ADVANCED/GIFTED

Annexation of Crimea

1. Have students use the library or Internet to learn more about the Russian annexation of Crimea. Students should find out why Russia annexed the region, whether Ukrainians generally support or oppose the annexation, and why the international community generally opposes Russia's actions.
2. Ask students to prepare brief oral reports on the annexation of Crimea and present them to the class.

*Alternative Assessment Handbook, Rubrics 24: Oral Presentations; and 30: Research

ONLINE INTERACTIVE VISUALS

Budapest

Have students study the image and answer the associated question.

Analyze Visuals How do you think the Danube affects daily life in Budapest? *provides a route for transportation, trade, and sightseeing or tourism within city; makes it more difficult to get from Buda and Pest*

Teach the Main Idea

Most of inland Eastern Europe today has stable governments, strong economies, and influential cities.

Identify Which countries of the region have had the most successful economic development since the collapse of the Soviet Union? *Czech Republic, Slovakia, Hungary, Ukraine*

Compare How are the governments of the countries of Eastern Europe different today than under Soviet domination? *All were Communist under the Soviets. Today, all are democracies except Belarus, which is a dictatorship.*

More About . . .

Connect to Today: Belarus Aleksandr Lukashenko, often called Europe's last dictator, came to power in 1994. Two years later, he disbanded the parliament, which had tried to impeach him, and held new elections won by his supporters. As the country's leader, he fought privatization of state enterprises. All industries remain state-owned. Lukashenko has worked to build closer ties with Russia, which the country depends heavily on to meet its energy needs. There is little public opposition to Lukashenko's government. Many of his political opponents have disappeared, fled the country, or been put in jail.

Connect to Science: Budapest Hungary's capital is known for its natural hot springs, some of which contain radium and other minerals. Most hot springs are created by groundwater passing over hot rocks in the lower parts of Earth's crust. People have bathed in these warm waters since Roman times. Today, citizens and tourists from all over visit many of the same spas. In fact, one of Budapest's nicknames is the City of Spas.

ONLINE ANALYZE VIDEOS

Ukraine: Internally Displaced People

Have students watch the video individually or as a class. You may wish to use the associated question as a discussion prompt.

Analyze Videos How did life change in Crimea following the revolution? *Possible answer: People in Crimea felt unsafe if they spoke out against Russia.*

GAME

Welcome, Time Traveler!

Have students play the game to test their knowledge of Eastern Europe by answering the questions.

For additional instruction, go to end of lesson.

READING CHECK

Form Generalizations What are the countries of inland Eastern Europe like today? *With the exception of Belarus, all are democracies; many belong to the CIS or the EU; four are prosperous industrial centers; capitals of the region's cities are economic and cultural centers with Prague, Kiev, and Budapest as major tourist destinations.*

Tourists from all over the world travel to the picturesque city of Prague, Czech Republic.



The Czech Republic, Slovakia, Hungary, Romania, and Bulgaria are not part of the CIS. They have sought closer ties to the West than to the former Soviet Union. As a result, all five belong to the European Union (EU).

Economy Economic development has been a major challenge for these countries since the collapse of the Soviet Union. The Czech Republic, Slovakia, Hungary, and Ukraine have been most successful. All four are thriving industrial centers. Ukraine, with rich, productive farmlands, grows grains, potatoes, and sugar beets. Although some factors for a strengthening economy are present, such as high literacy rates and industry, the nations still face many challenges.

Cities Life in inland Eastern Europe is centered around cities, especially national capitals. In each country, the capital is both a key economic center and a cultural one.

Three cities in the region are especially important—Prague, Kiev, and **Budapest**, the capital of Hungary. They are the most prosperous cities in the region and home to influential leaders and universities. In addition, the cities are popular tourist destinations. People from all over the world visit Eastern Europe to see these cities' architectural and cultural sites.

Summary and Preview Inland Eastern Europe has been successful in facing the challenges left by Soviet influence. Next, you will learn about a region that has faced more challenges, the Balkans.

Reading Check

Form Generalizations

What are the countries of inland Eastern Europe like today?

1. a. **Recall** In what country is Prague located? **Czech Republic**
- b. **Sequence** List the groups that ruled Kiev and the surrounding area in chronological order. **Slavs, Vikings, Rus, Russians**
- c. **Elaborate** How has Hungary's history helped set it apart from other countries in inland Eastern Europe? **It was conquered by the Magyars, who continued to shape Hungarian culture even after it was conquered by Austrians.**
2. a. **Identify** What is the Commonwealth of Independent States? Which countries in this region are members? **an international organization that meets about issues such as trade and immigration; Belarus, Ukraine, Moldova**
- b. **Draw Conclusions** How have the economies of the region changed since the collapse of the Soviet Union? **Czech Republic, Slovakia, and Hungary have become prosperous industrial centers; Ukraine is both a thriving agricultural and industrial center.**
- c. **Explain** Why do you think life is largely centered around cities in inland Eastern Europe? **They are prosperous, home to influential leaders and universities, and are popular tourist destinations.**

Critical Thinking

3. **Form Generalizations** Draw a diagram to show how the government of Eastern Europe has changed. In the left oval, describe the government and economy of inland Eastern Europe under the Soviet Union. In the right oval, describe them since the Soviet Union's collapse. **Under Soviet Union—Communist governments, poor economic planning leading to policies causing great hardships for countries of region; Since collapse—democracies except Belarus, membership in international unions such as CIS, economic industrial success in Czech Republic, Slovakia, Hungary, Ukraine**

Lesson 3 Assessment

Review Ideas, Terms, and Places

1. a. **Recall** In what country is Prague located?
- b. **Sequence** List the groups that ruled Kiev and the surrounding area in chronological order.
- c. **Elaborate** How has Hungary's history helped set it apart from other countries in inland Eastern Europe?
2. a. **Identify** What is the Commonwealth of Independent States? Which countries in this region are members?
- b. **Draw Conclusions** How have the economies of the region changed since the collapse of the Soviet Union?
- c. **Explain** Why do you think life is largely centered around cities in inland Eastern Europe?

Critical Thinking

3. **Form Generalizations** Draw a diagram to show how the government of Eastern Europe has changed. In the left oval, describe the government and economy of inland Eastern Europe under the Soviet Union. In the right oval, describe them since the Soviet Union's collapse.



► Online Assessment

1. How has the location of the Czech Republic and Slovakia affected their cultures?
 - Their languages are written in the Cyrillic alphabet.
 - Many people in the two countries are Roman Catholic.
 - All people in the two countries are Orthodox Christians.
 - Their languages are based on the language of the Magyars.

Alternate Question Select the answer choice from the drop-down list to complete the sentence correctly.

Western influences, such as that of Roman Catholicism, are common in the Czech Republic and **Slovakia** because of the location of these two countries.

2. Why have the countries of inland Eastern Europe struggled to develop their economies?
 - because of a lack of major urban centers
 - because of a lack of an educated workforce
 - because of planning decisions made by the Soviet Union
 - because of regulations put in place by the Commonwealth of Independent States

Alternate Question Select the answer choice from the drop-down list to complete the sentence correctly.

Economic development has been a major challenge for the countries of inland Eastern Europe since **the collapse of the Soviet Union**.

3. **Summarize** How is Hungary different from the other countries of inland Eastern Europe?

Hungary is the only country in this region that was never settled by the Slavs. Hungarian culture has largely been influenced by the Magyars, a group of fierce invaders who controlled the area before being conquered by the Hungarians.

4. **Cause and Effect** How has the desire of the Czech Republic and Slovakia to have closer ties to the West than to the former Soviet Union affected these countries?

Unlike many countries that were once under Soviet rule, the Czech Republic and Slovakia are not members of the Commonwealth of Independent States. Instead, they belong to the EU.

ADDITIONAL INSTRUCTIONAL MATERIALS

continued from page 539

More About . . .

Velvet Revolution On November 17, 1989, tens of thousands of protesters poured onto the streets of Prague to demand an end to Communist rule in Czechoslovakia. Their protests, which lasted for six weeks, led to the fall of the Communist government. Because this successful uprising occurred without any violence, it is known as the Velvet Revolution. Four years later, in 1993, the Czech Republic and Slovakia came into existence in what is known as the Velvet Divorce. Economic and power-sharing issues led to a peaceful breakup of Czechoslovakia into two separate countries.

ENGLISH LANGUAGE LEARNERS

Analyzing Words and Map Reading

1. To help students understand some of the new vocabulary presented in this lesson, write the lesson's title on the board, *Inland Eastern Europe*.
2. Examine the word *inland* with students. Point out that the prefix *in-* sometimes means *into* or *within*. Have students analyze the word and name places in their state or country that are *inland*.
3. Direct students to the map titled *Eastern Europe: Physical* in Lesson 1, and ask them why the six countries being studied in Lesson 3 are called "Inland Eastern Europe."
4. Write the word *landlocked* where students can see. Have students analyze the word to determine its meaning, and locate the countries on the map that are *landlocked*.

*Alternative Assessment Handbook, Rubric 1: Acquiring Information

continued from page 540

STRUGGLING READERS

End of the Cold War

1. Guide students in reading about the history and culture of inland Eastern Europe. Ask students to identify words and phrases that indicate the chronological order of events that led to the end of the Cold War. Have students take notes on the events discussed in the text and the order in which they occurred.
2. Then have students create a timeline on the end of the Cold War and place the events they noted on it. Remind students to create an appropriate title for their timelines.
3. Have students share their timelines with a partner.

*Alternative Assessment Handbook, Rubric 36: Timelines

continued from page 541

SPECIAL NEEDS STUDENTS

Cities of Inland Eastern Europe

1. Pair special needs learners with high-ability students. Have each pair select a city discussed in this lesson to learn more about.
2. Have each pair create a set of flashcards with words and images associated with that city.
3. Ask pairs to share their flashcards with the class. Invite volunteers to guess the city described by the flashcards.

*Alternative Assessment Handbook, Rubric 1: Acquiring Information

UNDERSTAND CAUSE AND EFFECT

Breaking with the Past

1. To assess the effect of the collapse of the Soviet Union on inland Eastern Europe, have students create a two-column chart labeled *Before and After*. Have them describe the governments and economic systems in these countries before and after the fall of the Soviet Union.
2. Point out that the transition from a state-controlled economy to a free market economy has not been easy. Thousands of people lost jobs as new governments shut down inefficient factories and ended many services. Ask students why they think some countries have moved more slowly toward market economies and democracy than others.
3. Have students create political cartoons expressing an opinion about how inland Eastern Europe is changing.

*Alternative Assessment Handbook, Rubric 27: Political Cartoons



The Balkan Countries

- Causes of World War I
- The Breakup of Yugoslavia

- Fall of Constantinople

Visuals

Videos

Maps,
Graphs, and
Charts

LESSON 4

Big Idea

Life in the Balkans reflects the region's troubled past and its varied ethnic makeup.

- Geographic Feature: The Roma
- The Breakup of Yugoslavia
- Slobodan Milosevic
- The Romanian Language

Extend
and Enrich

- Table: Eastern Europe Regional Data

Sources

- Document-Based Investigation: Religion in the Balkans

Assessment

- Key Terms Review
- Reading Check
- Graphic Organizer Activity
- Lesson Assessment

► Online Lesson 4 Enrichment Activities

The Breakup of Yugoslavia

Article Students read about how Yugoslavia was created after World War I and, starting in 1991, began breaking into a number of independent countries based on ethnic groups. They also learn how Slobodan Milosevic's ethnocentric actions led to violence and war. Students research another country that contains multiple ethnic groups to learn how these groups live together. They then write a brief overview of their findings.

The Romanian Language

Article Students learn about the Romanian language, including that it is the only Eastern European language that developed from Latin. Students then conduct research to learn more about the Romanian language.

Slobodan Milosevic

Video Students view a video to learn more about the former president of Serbia and Yugoslavia and his violent response to Kosovo's independence movement. Students then create a biographical timeline of Milosevic's life.

The Balkan Countries

The Big Idea

Life in the Balkans reflects the region's troubled past and its varied ethnic makeup.

Main Ideas

- The history of the Balkan countries is one of conquest and conflict.
- The cultures of the Balkan countries are shaped by the many ethnic groups who live there.
- Civil wars and weak economies are major challenges to the region today.

Key Terms and Places

ethnocentrism
ethnic cleansing

If YOU lived there ...

As part of your summer vacation, you are hiking across the Balkan Peninsula. As you hike through villages in the rugged mountains, you are amazed at the different churches you see. There are small Roman Catholic churches, huge Orthodox churches with onion-shaped domes, and Muslim mosques with tall minarets.

Why are there so many types of churches here?

History

Like the rest of Eastern Europe, the Balkan Peninsula has been conquered and ruled by many different groups. The presence of these many groups continues to shape life in the area today.

Early History By the 600s BC the ancient Greeks had founded colonies on the northern Black Sea coast. The area they settled is now part of Bulgaria and Romania. Later, the Romans conquered most of the area from the Adriatic Sea to the Danube River.

When the Roman Empire divided into west and east in the late AD 300s, the Balkan Peninsula became part of the Eastern, or Byzantine, Empire. Under Byzantine rule, many people of the Balkans became Orthodox Christians. More than a thousand years later, Muslim Ottoman Turks conquered the Byzantine Empire. Under the Ottomans, many people became Muslim.

The Ottomans ruled the Balkan Peninsula until the 1800s. At that time, the people of the region rose up and drove the Ottomans out. They then created their own kingdoms.

World War I and After Trouble between the Balkan kingdoms and their neighbors led to World War I. In the late 1800s the Austro-Hungarian Empire, which lay north of the Balkans, took over part of the peninsula. In protest, a man from Serbia shot the heir to the Austro-Hungarian throne, sparking the war.

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Teach the Main Idea

The history of the Balkan countries is one of conquest and conflict.

Recall What religion did many people embrace during Byzantine rule? Ottoman rule? *Orthodox Christianity; Islam*

Explain Why was the shooting of the heir to the Austro-Hungarian throne an important event in world history? *It led to World War I.*

Draw Conclusions What problems resulted from combining formerly independent countries to create Yugoslavia? *Putting different ethnic and religious groups together caused conflict and contributed to the breakup of the nation of Yugoslavia.*

For additional instruction, go to end of lesson.

Teach the Big Idea

1. Whole Class Open/Introduction

If **YOU** lived there ...

Why are there so many types of churches here?

Review the scenario with students and lead a class discussion around responses to the question.

Remind students that all responses are valid as long as they are supported with valid reasoning. You may wish to review the following points to frame your discussion.

Consider the HISTORY:

- once part of the Roman Empire, which spread Roman Catholicism
- once part of the Byzantine Empire, which spread Orthodox Christianity
- conquered by Muslim Ottoman Turks, which spread Islam

Consider the CULTURE:

- most diverse area of Europe
- many different religions still practiced here, reflecting its diversity
- religious traditions still strong

2. Direct Teach Introduce the Big Idea: *Life in the Balkans reflects the region's troubled past and its varied ethnic makeup.* Discuss with students that after World War I, European leaders divided the Balkan Peninsula into new countries. These leaders paid little attention to the locations of different ethnic groups. For example, ethnic groups who had historically disliked one another were sometimes placed in the same country. Ask: How do you think this might have led to problems?

3. Practice/Assess/Inquire Write the term "shatter belt" on the board. Have students define the word *shatter* and discuss how it might apply to the Balkan Peninsula. Historians use this term to describe a region that has been splintered or shattered as it has been caught between outside forces or torn apart by cultural or political rivalries. Have students suggest reasons why the Balkan Peninsula might be called a shatter belt.

4. Explore (Collaborative Exploration) As students read, have them list events or cultural features that have contributed to conflict and political unrest in the region.

5. Whole Group Close/Reflect Have students write a paragraph explaining why the term "shatter belt" does or does not apply to the region, supporting their conclusions with examples.

*Alternative Assessment Handbook, Rubric 41: Writing to Express

ONLINE DOCUMENT-BASED INVESTIGATION

Eastern Europe

Religion in the Balkans is the last of four document-based investigations students will analyze in Eastern Europe. Students will interpret a bar graph showing the distribution of religions in the Balkans.

ONLINE ANALYZE VIDEOS

Fall of Constantinople

Have students watch the video individually or as a class. You may wish to use the associated question as a discussion prompt.



Analyze Videos How did the Ottoman Turks capture Constantinople? *They used artillery to destroy the walls of Constantinople.*

Teach the Main Idea

The cultures of the Balkan countries are shaped by the many ethnic groups who live there.

Identify In which country are most people Muslim?

Albania

Describe From which three language families do most Balkan languages come? *Slavic, Latin, Germanic*

Predict What problems might the cultural diversity of the region cause? *political problems, making it difficult to unite the people under a central government*

More About . . .

Religion in Albania While Albania is the only European country with a Muslim majority, it also has a variety of minority religions, including both Orthodox and Roman Catholic Christians. The country has a tolerant attitude toward religious diversity. Unlike in some parts of the Muslim world, women live an unrestricted lifestyle. Pope Francis has stated that Albania is “marked by the peaceful coexistence and collaboration that exists among the followers of different religions in an atmosphere of respect and mutual trust.”

The Roma During World War II, the Roma were singled out along with Jews and several other groups for persecution. During the Holocaust, the Nazis killed around 400,000 Roma in the concentration camps or slave labor camps of Germany and Eastern Europe.

Reading Check

Summarize
How did World War I affect the Balkan Peninsula?

After World War I, the Balkans changed dramatically. Europe's leaders divided the peninsula into new countries. Among these new countries was Yugoslavia, which combined many formerly independent countries under one government.

The nation of Yugoslavia lasted until the 1990s. The country eventually broke up, however, because of conflict between ethnic and religious groups.

Culture

Culturally, the Balkans are the most diverse area of Europe. This diversity is reflected in the large number of religions practiced and languages spoken there.

Religion Most of the people of the Balkans, like most Europeans, are Christian. However, three types of Christianity are practiced in the area. Most Balkan Christians belong to the Orthodox Church. In the western part of the peninsula, there are many Roman Catholics. In addition, many countries also have large Protestant communities.

Christianity is not the only religion in the Balkans. Because of the Ottomans' long rule, Islam is also common. In fact, Albania is the only country in Europe in which most people are Muslim.

Language People in the Balkans speak languages from three major groups. Most languages in the region belong to the Slavic family and are related to Russian. In Romania, though, people speak a language that developed from Latin. It is more closely related to French, Italian, and Spanish than to Slavic languages. In addition, some people in Romania speak Germanic languages.

Some languages of the Balkans are not related to these groups. For example, Albanian is unlike any other language in the world. In addition, a group called the Roma have a language of their own.

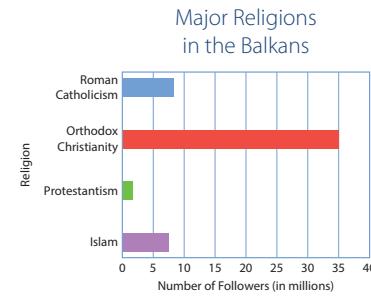
Reading Check

Draw Conclusions
Why is Balkan culture so diverse?

Religion in the Balkans



Buildings from many religions can be found around the Balkans. This Orthodox church is in Bulgaria.



Analyze Graphs
What is the largest religion in the Balkans?

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READING CHECK

Summarize How did World War I affect the Balkan Peninsula? *After World War I, Europe's leaders divided the peninsula into new countries including Yugoslavia, which combined many formerly independent countries under one government.*



ONLINE GRAPHIC ORGANIZER

The Balkan Countries

As students read the lesson, have them use the graphic organizer to take notes. Students can review their graphic organizer notes at the end of the lesson to answer the following question:

Explain How did Islam become a practiced religion in the Balkans? *When Muslim Ottoman Turks conquered the Byzantine Empire, many people became Muslims.*



ONLINE LESSON FLIP CARDS

Review Key Terms and Places

Students can use the flip cards in the Lesson Review at any time to review the lesson's key terms and places: **ethnocentrism, ethnic cleansing**.

READING CHECK

Draw Conclusions Why is Balkan culture so diverse? *Balkan culture includes languages from many different language families. It also includes many religions such as Islam, Orthodox Christianity, Protestantism, and Roman Catholicism.*

For additional instruction, go to end of lesson.

Focus on Culture

The Roma

The Roma are a nomadic people. For centuries, they have roamed from place to place in horse-drawn wagons, working as blacksmiths, animal trainers, and musicians. Although Roma live all over the world, the largest concentration of them is in southeastern Europe.

For centuries, many other Europeans did not trust the Roma. They were suspicious of the Roma's nomadic lifestyle and could not understand their language. As a result, many Roma have been subject to prejudice and discrimination.

Summarize

What is traditional Roma life like?



Academic Vocabulary
implications
consequences

The Balkans Today

The countries of the Balkan Peninsula, like most of Eastern Europe, were once run by Communist governments. Weak economic planning has left most of them poor and struggling to improve their economies. This area is still the poorest in Europe today.

Relations among religious and ethnic groups have had serious **implications** for the Balkans. When Yugoslavia broke apart, violence broke out among groups in some of the newly formed countries. There were feelings of **ethnocentrism**, or the belief that one's own culture or ethnic group is superior. Members of the largest religious or ethnic group in each country tried to get rid of all other groups who lived there. They threatened those who refused to leave with punishments or death. This kind of effort to remove all members of a group from a country or region is called **ethnic cleansing**.

The violence in the former Yugoslavia was so terrible that other countries stepped in to put an end to it. In 1995 countries around the world sent troops to Bosnia and Herzegovina to help bring an end to the fighting. The fighting between groups eventually ended, and in 2008, ten countries shared the Balkan Peninsula:

- **Albania** Albania struggled with high unemployment rates and crime after the end of the Soviet period. The country's economy has shown great improvement in recent years.
- **North Macedonia** Once a part of Yugoslavia, North Macedonia broke away in 1991. It was the first country to do so peacefully.
- **Slovenia** Slovenia also broke from Yugoslavia in 1991. In 2004 it became the first Balkan country to join the EU.
- **Croatia** When Croatia broke away from Yugoslavia, fighting broke out within the country. Ethnic Croats and Serbs fought over land for many years. In the end, many Serbs left Croatia, and peace was restored.
- **Bosnia and Herzegovina** Since the end of ethnic and religious

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ONLINE INTERACTIVE VISUALS

Image Compare: The Breakup of Yugoslavia

Have students explore and compare the images using the interactive slider. You may wish to use the associated question as a discussion prompt.

Analyze Visuals Compare the two maps and identify changes based on human activities. What trends do you notice among ethnic groups in Yugoslavia between 1991 and 2000? Why do you think this is so? *By 2000 new nations were more homogeneous than former Yugoslavia. People from the same ethnic group tended to move to countries where they represented a majority or sizable minority because they felt safer from ethnic violence.*

ONLINE DOCUMENT-BASED INVESTIGATION

Religion in the Balkans

Have students explore the graph showing the different religions practiced in the Balkans and then answer the associated question.

Analyze Sources Study the bar graph. Why do you think Orthodox Christianity is the largest religion in the Balkans? *The Balkans were ruled by the Byzantine Empire for over 1,000 years. Under Byzantine rule, many people of the Balkans became Orthodox Christians.*

In print edition, see graph feature of same title.

Analyze Graphs What is the largest religion in the Balkans? *Orthodox Christianity*

Teach the Main Idea

Civil war and weak economies are major challenges to the region today.

Explain Where did violence occur in the Balkans after the breakup of Yugoslavia? *in all newly formed countries that had been part of Yugoslavia, except North Macedonia*

Describe What ended the violence in the countries of the former Yugoslavia? *In 1995 troops from around the world came to the region of Herzegovina and Bosnia to stop the fighting.*

Predict What might be the advantages and disadvantages of having five smaller countries rather than one large one? *advantages—less conflict, more stable government; disadvantages—some countries have fewer natural and human resources, some barriers to trade, duplication of governments and services*

ONLINE INTERACTIVE TABLES

Eastern Europe Regional Data

Have students explore the interactive table and answer the associated question.

Interpret Tables What is the smallest country by area? *Kosovo*

GEOGRAPHIC FEATURE

The Roma

Have students read about the Roma and answer the associated question.

Summarize What is traditional Roma life like? *nomadic, roaming from place to place in horse-drawn wagons, working as blacksmiths, animal trainers, and musicians*

In print edition, see Focus on Culture feature of same title.

READING CHECK

Form Generalizations What issues does the Balkan region face today? *Many countries are struggling to recover from effects of poor economic planning, poverty, religious and ethnic conflict, and political instability.*



Fighting between ethnic groups left the city of Mostar in Bosnia and Herzegovina in ruins. After the war, the people of Mostar had to rebuild their city.

Print Assessment

Review Ideas, Terms, and Places

1. a. **Describe** What was Yugoslavia? When did it break apart? *a nation in the Balkan Peninsula that was made up of what are now six separate countries—Bosnia and Herzegovina, North Macedonia, Slovenia, Croatia, Serbia, and Montenegro; 1990s*
- b. **Explain** What role did the Balkan countries play in starting World War I? *After the Austro-Hungarian Empire took over part of the Balkan Peninsula, a man from Serbia shot the heir to the Austro-Hungarian throne, sparking the war.*
2. a. **Identify** What are the four most common religions in the Balkans? *Orthodox Christianity, Roman Catholicism, Protestantism, Islam*
- b. **Analyze** Why are so many different languages spoken in the Balkans? *People migrated from many different areas.*
3. a. **Define** What is ethnic cleansing? *an effort to remove all members of a group from a country or region using violence or the threat of death*
- b. **Elaborate** Why do you think other countries sent troops to Bosnia and Herzegovina? How has the country changed since the war ended? *the violence was so terrible; five countries have been created*

Critical Thinking

4. **Summarize** Draw a chart with three rows and two columns titled *The Balkans Today*. The first column of the three rows contains the labels *Soviet influence*, *Ethnic diversity*, and *Religion*. Use your notes to write a sentence about how each topic listed in the left column affected life in the Balkans after the breakup of Yugoslavia. *Possible answers: Soviet influence—left region poor and struggling to improve economy; Ethnic diversity—led to conflict, ethnic cleansing and intervention of other countries; Religion—religious diversity led to same problems as ethnic diversity*

Reading Check

Form Generalizations
What issues does the Balkan region face today?

- **Romania** Romania, the largest of the Balkan states, is working to recover from years of bad government. Poor leaders have left its government and economy in ruins.
- **Bulgaria** Since the fall of the Soviet Union, Bulgaria has changed dramatically. People there are working to develop a capitalist economy based on industry and tourism.

Summary The Soviet Union had a huge impact on Eastern Europe. The nations of this region are still working to overcome many challenges today.

Lesson 4 Assessment

Review Ideas, Terms, and Places

1. a. **Describe** What was Yugoslavia? When did it break apart?
- b. **Explain** What role did the Balkan countries play in starting World War I?
2. a. **Identify** What are the four most common religions in the Balkans?
- b. **Analyze** Why are so many different languages spoken in the Balkans?
3. a. **Define** What is ethnic cleansing?
- b. **Elaborate** Why do you think other countries sent troops to Bosnia and Herzegovina? How has the country changed since the war ended?

Critical Thinking

4. **Summarize** Draw a chart like this one. Use your notes to write a sentence about how each topic listed in the left column affected life in the Balkans after the breakup of Yugoslavia.

The Balkans Today

Soviet influence	
Ethnic diversity	
Religion	

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MAKE DECISIONS

Evaluating Events in the History of the Balkans

1. Have students work in groups to create a four-part timeline for the history of the Balkans: *Early History; World War I; World War II; and Soviet Domination, 1989 to the Present*. Students can draw on information from this lesson, other parts of the module, and additional research.
2. When the timelines are complete, have students identify three events that they consider turning points in the history of the region. They then should write two or three sentences explaining each event.

3. Have students share their timelines and statements with the class. Encourage students to compare the three events each group chose as turning points. Ask students to explain why they think each of their chosen events was a turning point.

*Alternative Assessment Handbook, Rubrics 12: Drawing Conclusions; 36: Timelines; and 41: Writing to Express

► Online Assessment

1. Which of the following allowed the people of the Balkan Peninsula to create their own kingdoms?

- the end of Ottoman rule
- the outcome of World War I
- the conquering of the Byzantine Empire
- the formation of the Austrian-Hungarian Empire

Alternate Question Select the answer choice from the drop-down list to complete the sentence correctly.

After the people of the Balkan Peninsula rose up and drove the Ottomans out, they created their own kingdoms.

2. How is Albania different from other European countries?

- Most people are Muslims.
- Most people are Protestants.
- Most people speak a Slavic language.
- Most people speak a Germanic language.

Alternate Question Select the answer choice from the drop-down list to complete the sentence correctly.

Albania is the only country in Europe in which most people are Muslim .

3. Which of the following helped to end ethnic violence on the Balkan Peninsula?

- Countries around the world sent troops to the region.
- Countries in the region passed religious freedom laws.
- Countries around the world sent economic aid to the region.
- Countries in the region established democratic governments.

Alternate Question Select the answer choice from the drop-down list to complete the sentence correctly.

The ethnic violence in the former Yugoslavia was so terrible that other countries to help bring an end to the fighting.

4. **Make Judgments** Was it surprising that the country of Yugoslavia eventually broke up? Explain your answer.

Yugoslavia was created by European leaders after World War I by combining many formerly independent countries that had a variety of ethnic and religious groups. It is not surprising that the country broke up in the 1990s because many ethnic and religious groups want the ability to govern themselves.

5. **Summarize** How does language contribute to cultural variety on the Balkan Peninsula?

People in the Balkans speak languages from three major groups: Slavic languages, Germanic languages, and a language that developed from Latin. In addition, Albanians speak a language that is unlike any other in the world, and the Roma have a language of their own.

6. **Cause and Effect** Why did Yugoslavia's breaking apart lead to violence on the Balkan Peninsula?

When Yugoslavia broke apart, a number of new countries were formed on the Balkan Peninsula. These new countries had ethnic and religious minorities who were viewed by many members of the largest religious or ethnic group as being inferior. Members of these largest groups tried to use violence to get rid of all other groups who lived in their countries.

ADDITIONAL INSTRUCTIONAL MATERIALS

continued from page 543

More About . . .

Balkanization The centuries of conflict in the Balkan Peninsula have added a new word to the English language. The term *Balkanization* is derived from the area's long history of wars and ethnic rivalries. The term means the breaking up of a region into smaller and often mutually hostile political units.

► ONLINE INTERACTIVE VISUALS

Image with Text Slider: Causes of World War I

Have students explore the image by revealing additional information about the causes of World War I using the interactive slider. The text begins with the assassination of Archduke Ferdinand and ends with Austria-Hungary declaring war on Serbia.

SPECIAL NEEDS STUDENTS

History of the Balkans

1. Help students organize information about the history of the Balkans. Pair special needs students with high-achieving students. Have each pair draw a circle on a sheet of paper and write *The Balkans* in the circle. Then have students draw four boxes surrounding the circle, labeling each box with one of the following headings: *Ancient Greeks, Roman Empire, Ottoman Turks, World War I and After.*
2. Ask partners to work together to fill in the graphic organizer with details about each period in the history of the Balkans.
3. Discuss students' findings, and allow partners to fill in additional information as needed.

*Alternative Assessment Handbook, Rubric 13: Graphic Organizers

continued from page 544

COLLABORATIVE LEARNING

Balkan Countries Board Game

1. Have students work in small groups to create board games that teach information about the Balkan countries.
2. Each group should write and edit a set of rules, including materials needed, purpose of the game, setup, game play, and how to win.
3. Students should also make a game board, playing pieces, dice, cards, and other materials required to play the game.
4. Have students play their own game, testing the rules and making sure the game is logical, educational, and fun. Students should revise as necessary after they finish their practice game.
5. Then have students play each other's games. Afterward, have students discuss their experiences. How did the games help them learn about the Balkan countries?

*Alternative Assessment Handbook, Rubric 14: Group Activity

continued from page 545

More About . . .

Connect to Today: Romanian Economy Like many countries in the region, Romania has been forced to deal with corruption in its government. As a result, the government has established a National Anti-Corruption Directorate, which has indicted several well-known individuals. While Romania has one of the highest poverty rates in the European Union, it also attained one of the strongest economic growth rates in 2016.

ADVANCED/GIFTED

Diversity in the Balkans

Materials: poster paper, markers

1. To help students understand the long history of conflict in the region, have them gather information on the religious, linguistic, and ethnic makeup of the Balkans. Divide students into groups, and assign each group one of the ten Balkan countries listed here.
2. Using information in this lesson and Internet resources, have each group create two circle or pie graphs, one showing major religions within the country and the other major ethnic or language groups. Remind students to make certain their graphs have appropriate titles and are clearly labeled.
3. Have groups display their graphs and discuss how the diversity of the region might lead to ethnocentrism among different groups.

*Alternative Assessment Handbook, Rubric 7: Charts

EVALUATE SOURCES

Ethnic Cleansing

1. Have students conduct research to learn about the history of ethnic cleansing in the former Yugoslavia.
2. Instruct students to examine at least four or five sources on this topic and then pick the two sources they believe are the most credible.
3. Instruct students to use these sources to write a brief report. In the report, students should summarize what they have learned from their two sources. They also should state why they believe the sources they chose are credible.

*Alternative Assessment Handbook, Rubrics 16: Judging Information; 30: Research; and 40: Writing to Describe

Social Studies Skills

Create a Benefits-and-Costs Chart

Define the Skill

Decisions can be tough to make. A seemingly simple choice can have both positive effects, or benefits, and negative effects, or costs. Before you make a decision, it can be helpful to analyze all the possible benefits and costs that will result.

One way to analyze benefits and costs is to create a chart. On one side, list all the benefits that will result from your decision. On the other side, list the costs. Not all costs involve money. You must also consider opportunity costs, or the things that you might lose as a result of your decision. For example, going to a movie might mean that you have to miss a baseball game.

Learn the Skill

The chart on this page could have been written by an official considering whether to develop a tourism industry in Croatia. Decide whether each of the numbered items listed should be added to the Benefits column or the Costs column. Once you have determined that, use the chart to decide whether the benefits of tourism outweigh the costs. Write a short paragraph to support your decision.

1. Would mean that tourist areas were not available for farming or industry
2. Would improve Croatia's image to people in other parts of the world

Tourism in Dalmatia, Croatia	
Benefits	Costs
• Would create much needed income for towns in the region	• Would require building of hotels, airports, and roads
• Would not require much new investment, since tourists are drawn to region's beaches and climate	• Increase in tourism could lead to damaging of local environments
•	•
•	•

Practice the Skill

Imagine that city leaders in your area are trying to decide whether to build a new school. They cannot make a decision and have asked you to help analyze the benefits and costs of building the school. Gather information and prioritize the facts according to importance. Create a chart to list those benefits and costs. Then write a brief paragraph stating whether the benefits of the plan outweigh its costs.

Social Studies Skills

Create a Benefits-and-Costs Chart

Ask students to give examples of costs and benefits of decisions they make routinely, such as how to spend free time or what courses, sports, or extracurricular activities to take. Then point out that citizens and local governments make similar decisions. Make newspaper articles available that highlight local issues such as building a convention center, highway, museum, or park, creating a mass transit system, closing a military base or factory, or creating year-round public schools. Organize the class into groups. Give each group a newspaper article, and have them create a chart showing benefits as well as monetary and opportunity costs of decisions that the local area is in the process of making.

Answers

Learn the Skill

1. Would mean that tourist areas were not available for farming or industry cost
2. Would improve Croatia's image to people in other parts of the world *benefit*

Students' paragraphs should include supporting details for their explanations of whether tourism's benefits outweigh its costs.

Practice the Skill

Students' paragraphs should include supporting details for their explanations of whether the plan's benefits outweigh its costs.

Benefits—helps meet educational needs in city, makes neighborhoods nearby more attractive to families, reduces crowding at other schools, provides employment for teachers and staff; Costs—higher taxes, less money for other government services, increased traffic in area, land can't be used for other things such as parks or housing

Case Study

Case Study

The Breakup of Yugoslavia

This case study looks at the impact of cultural geography on the Balkan region. Have students study the maps on the opposite page and explain how cultural diversity has influenced where people have settled. Point out that Macedonia was the only country that made a peaceful transition from being a part of Yugoslavia to an independent country. Ask students how they think its location and largely homogeneous ethnic makeup might have contributed to this outcome.

More About . . .

Connect to Today: War Crimes Tribunal In 2001 Serbia's leader, Slobodan Milosevic, was arrested on charges of abuse of power and corruption. He was later turned over to the UN international war crimes tribunal in the city of The Hague in the Netherlands. A year later, his trial began. He was charged with war crimes in Kosovo, Croatia, and Bosnia as well as crimes against humanity and genocide. He refused to recognize the court's authority and did not enter a plea. A plea of not guilty was entered for him. His trial began in February 2002 but was delayed repeatedly because of his poor health. Milosevic was found dead in his prison cell on March 11, 2006.

Essential Elements

The World in Spatial Terms
Places and Regions
Physical Systems
Human Systems
Environment and Society
The Uses of Geography

The Breakup of Yugoslavia

Background

A school playground has a limited amount of space. If many students want to use the playground at the same time, they have to work together and consider each other's feelings. Otherwise, conflict could break out.

Space on Earth is also limited. As a result, people are sometimes forced to live near people with whom they disagree. Like students on a playground, they must learn to work together to live in peace.

Yugoslavia

The country of Yugoslavia was created after World War I. As a result, people from many ethnic groups—Serbs, Montenegrins, Bosnians, Croats, Slovenes, and Macedonians—lived together in one country. Each group had its own republic, or self-governed area, in the new country.

For decades, the republics of Yugoslavia worked together peacefully. People from various ethnic groups mixed within each republic. Then in 1991 Croatia, Macedonia, and Slovenia declared independence. The republic of Bosnia and Herzegovina did the same a year later. These republics were afraid Serbia wanted to take over Yugoslavia.

It appeared that they were right. Serbia's leader, Slobodan Milosevic (sloh-BOH-dahn LOH-suhvich), wanted to increase Serbia's power. He took land from other ethnic groups. He also called on Serbs who lived in other republics to vote to give Serbia more influence in the country.

When the other republics broke away from Yugoslavia, Milosevic called on Serbs who lived there to rise up and demand that they rejoin the country. He also provided aid to Serbian military groups in these republics. In Bosnia and Herzegovina, Serbian rebels fought for three years against the Bosnian army in a destructive civil war.

Milosevic's ethnocentric actions caused other ethnic groups in Yugoslavia to resent the Serbs. As a result, additional violence broke out. In Croatia, for example, the army violently expelled all Serbs from their country. War raged in the area until 1995, when a peace accord was signed. As a result of that accord, Yugoslavia was dissolved. In its place were five countries that had once been Yugoslav republics.



Refugees Violence between ethnic groups led many people in Yugoslavia to leave their homes. The people in this photo are fleeing Bosnia to seek refuge in a safer area.

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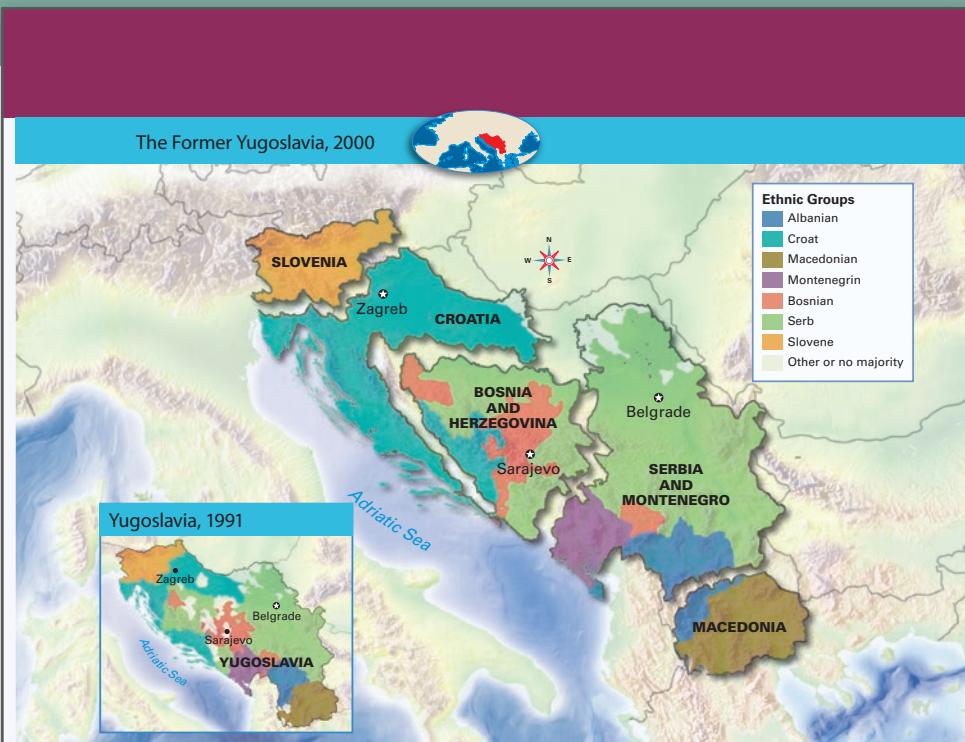
ENGLISH LANGUAGE LEARNERS

Analyzing Vocabulary

- To help students understand the meaning of the word *refugee*, draw their attention to the photograph of refugees, and read the caption aloud.
- Write the words *refugee* and *refugee* where students can see. Have students use context clues from the caption, clues from the photograph, or a dictionary to define the words.
- Ask students to describe what is happening in the photograph. Have them suggest reasons why the people fleeing are called *refugees*.

- Explain that the suffix *-ee*, when added to a root word, changes the word to mean the person who is receiving an action. Therefore, a *refugee* is someone who is receiving refuge.

*Alternative Assessment Handbook, Rubrics 1: Acquiring Information; and 11: Discussions



What It Means

The violent breakup of Yugoslavia has taught other countries some valuable lessons. First, it reinforced the idea that national borders are not permanent. Borders can and do change.

More importantly, however, the struggles in Yugoslavia have made some countries more aware of their people's needs. People want to feel that they have some say in their lives. When they feel as though another group is trying to take that say from them, as many in Yugoslavia felt the Serbs were doing, then trouble will often follow.

Geography for Life Activity

1. Analyze Causes What led to the breakup of Yugoslavia?

2. Analyze Events Look at the maps on this page. Identify the changes based on human activities. What trends do you notice among ethnic groups in Yugoslavia between 1991 and 2000? Why do you think this is so?

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DRAWING CONCLUSIONS

Nation Building

1. Have students discuss the role of Slobodan Milosevic in the civil war that occurred in Bosnia. Have them list his actions as Serbia's leader and describe the effects of each.

2. Explain that Milosevic as well as former leaders of other Balkan countries were charged with crimes related to ethnic cleansing and tried by the United Nations International World Court located in the Netherlands. Ask students why they think these leaders were not tried in their own countries' courts. Have students suggest types of evidence that would have helped judges to make decisions about the leaders' guilt or innocence.

3. Have students write an editorial describing one lesson they think can be learned from the violent breakup of Yugoslavia.

*Alternative Assessment Handbook, Rubric 41: Writing to Express

1. Analyze Causes What led to the breakup of Yugoslavia? *conflict between ethnic and religious groups; Croatia, Macedonia, and Slovenia declared independence because they feared Serbia would take over all of Yugoslavia*

2. Analyze Events Look at the maps on this page. Identify the changes based on human activities. What trends do you notice among ethnic groups in Yugoslavia between 1991 and 2000? Why do you think this is so? *By 2000 new nations were more homogeneous than former Yugoslavia. People from the same ethnic group tended to move to countries where they represented a majority or sizable minority because they felt safer from ethnic violence.*

Module 16 Assessment

Print Assessment

Review Vocabulary, Terms, and Places

Unscramble each group of letters below to spell a term that matches the given definition.

1. **arwsa**—the capital of Poland *Warsaw*
2. **neicht glncaenis**—the effort to remove all members of a group from a country or region *ethnic cleansing*
3. **subdatep**—the capital of Hungary *Budapest*
4. **ageurp**—the capital and largest city of the Czech Republic *Prague*
5. **ncimlaitpiso**—consequences *implications*
6. **laknab**—the peninsula on which much of Eastern Europe is located *Balkan*
7. **ufnrntriuacste**—the set of resources, like roads and factories, that a country needs to support economic activities *infrastructure*
8. **nrhatcapias**—a mountain range in Eastern Europe *Carpathians*

Comprehension and Critical Thinking

LESSON 1

9. a. **Identify** Name two major bodies of water that border Eastern Europe. *Possible answers: Baltic Sea, Black Sea, Adriatic Sea*
b. **Explain** How do the Danube and other rivers affect life for people in Eastern Europe? *important to transportation and trade, provide hydroelectric power*
c. **Evaluate** If you could live in any region of Eastern Europe, where would it be? Why? *Answers will vary, but students should provide an explanation based on information from the text.*

LESSON 2

10. a. **Identify** What are the three Baltic Republics? Why are they called that? *Estonia, Latvia, Lithuania; all border the Baltic Sea*
b. **Compare and Contrast** What are two cultural features that Poland and the Baltic Republics have in common? What are two features that are different in those countries? *Alike—eat same types of foods, have similar crafts, love of music and dance; Different—languages, religions*
c. **Elaborate** How did the collapse of the Soviet Union affect people in Poland and the Baltic Republics? *Poland rejected Communism and elected new leaders. Baltic Republics broke away from the Soviet Union and regained their independence.*

LESSON 3

11. a. **Describe** What is the government of Belarus like? What type of government do the other countries of inland Eastern Europe have? *Belarus is a dictatorship; other countries are democracies.*

Review Vocabulary, Terms, and Places

Unscramble each group of letters below to spell a term that matches the given definition.

1. **arwsa**—the capital of Poland *Warsaw*
2. **neicht glncaenis**—the effort to remove all members of a group from a country or region
3. **subdatep**—the capital of Hungary *Budapest*
4. **ageurp**—the capital and largest city of the Czech Republic
5. **ncimlaitpiso**—consequences
6. **laknab**—the peninsula on which much of Eastern Europe is located
7. **ufrntriuacste**—the set of resources, like roads and factories, that a country needs to support economic activities
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Comprehension and Critical Thinking

Lesson 1

9. a. **Identify** Name two major bodies of water that border Eastern Europe. *What are two major bodies of water that border Eastern Europe?*
b. **Explain** How do the Danube and other rivers affect life for people in Eastern Europe? *How do the Danube and other rivers affect life for people in Eastern Europe?*
c. **Evaluate** If you could live in any region of Eastern Europe, where would it be? Why? *If you could live in any region of Eastern Europe, where would it be? Why?*

Lesson 2

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b. **Compare and Contrast** What are two cultural features that Poland and the Baltic Republics have in common? What are two features that are different in those countries? *What are two cultural features that Poland and the Baltic Republics have in common? What are two features that are different in those countries?*
c. **Elaborate** How did the collapse of the Soviet Union affect people in Poland and the Baltic Republics? *How did the collapse of the Soviet Union affect people in Poland and the Baltic Republics?*

Lesson 3

11. a. **Describe** What is the government of Belarus like? What type of government do the other countries of inland Eastern Europe have? *What is the government of Belarus like? What type of government do the other countries of inland Eastern Europe have?*
b. **Draw Conclusions** Why do you think that some countries in inland Eastern Europe have stronger economies than others? *Why do you think that some countries in inland Eastern Europe have stronger economies than others?*
c. **Elaborate** How has its location influenced the culture of the Czech Republic? *How has its location influenced the culture of the Czech Republic?*

Lesson 4

12. a. **Identify** What religions are common in the Balkan countries? *What religions are common in the Balkan countries?*
b. **Explain** Why did countries from around the world send troops to Kosovo? *Why did countries from around the world send troops to Kosovo?*
c. **Predict** How do you think peace will affect life in the Balkans? *How do you think peace will affect life in the Balkans?*

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ONLINE DOCUMENT-BASED INVESTIGATION

Have students complete and review all the DBI activities in **Part 1**.

Use this Informative/Explanatory Essay Rubric to score students' work in **Part 2**.

RUBRIC

- Students' essays should
- focus on the topic and support it with explanations and facts
 - present information logically, clearly, and accurately
 - cite at least three sources of relevant, informative text evidence from **Part 1** in support of their topic
 - be organized into a distinct introduction, a main body consisting of several paragraphs, and a conclusion that sums up the main points

Write an Explanatory Essay Using the exhibits in Part 1 and your knowledge of the history and geography of Eastern Europe, write an explanatory essay on the following topic: How do people of Eastern Europe sustain their culture? Be sure to cite specific evidence from at least three sources in your response.

Module 16 Assessment, continued

Reading Skills

13. **Understand Problems and Solutions** Use the Reading Skills taught in this module to answer a question about the reading selection below.

Estonia, Latvia, Lithuania, and Poland all still feel the effects of decades of Soviet rule. The economies of all four countries suffered because the Soviets did not build a decent infrastructure. An infrastructure is the set of resources, like roads, airports, and factories, that a country needs in order to support economic activities. The many factories built by the Soviets in Poland and the Baltics could not produce as many goods as those in Western Europe.

Write a short paragraph that explains the main problem facing Poland and the Baltics today. End your paragraph by suggesting a solution their governments might use to address the problem.

Social Studies Skills

14. **Create a Benefits-and-Costs Chart** Use the Social Studies Skills taught in this module to complete the following activity.

Imagine that you are a government official in Ukraine. Your country cannot produce enough energy to meet its needs and has to buy energy from Russia. A company in Kiev has expressed interest in building nuclear power plants, but many people are leery of nuclear power since the Chernobyl incident. Create a chart that lists the costs and benefits of nuclear power. Then write a statement that either supports or argues against the plan.

Map Activity

15. **Eastern Europe** On a separate sheet of paper, match the letters on the map with their correct labels.

Great Hungarian Plain Kiev, Ukraine
Latvia Warsaw, Poland
Albania Danube River



Focus on Writing

16. **Write a Report** For centuries the Balkans have been an arena of conflict. Use Lesson 4 and other primary and secondary sources to learn about the history and cultures of the Balkans and investigate recent conflicts there. Formulate appropriate questions to guide your research. You should gather relevant information from multiple print and digital sources. Collect information from non-print sources such as photographs and maps. Write a report on what you find. Be sure to apply key terms acquired from the lesson in your writing. Include at least one visual that presents information related to the topic. Your report should be focused and organized, with a clear introduction, supporting paragraphs, and conclusion. Check your report for spelling, grammar, capitalization, and punctuation. Present your report to the class. Speak clearly and keep eye contact with your audience.

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- b. **Draw Conclusions** Why do you think that some countries in inland Eastern Europe have stronger economies than others? *differences in natural resources, location, infrastructure, or influence of ties to Russia or the West*

- c. **Elaborate** How has its location influenced the culture of the Czech Republic? *Because the Czech Republic is farther west than other Eastern European countries and borders Western Europe, it has closer ties to the West than many other inland countries.*

LESSON 4

12. a. **Identify** What religions are common in the Balkan countries? *Catholicism, Orthodox Christianity, Protestantism, Islam*

- b. **Explain** Why did countries from around the world send troops to Kosovo? *to end the fighting among religious and ethnic groups in the former Yugoslavia*

- c. **Predict** How do you think peace will affect life in the Balkans? *It may bring increased trade and tourism, improvements in the economies of the region, greater political stability, and closer ties to the West.*

Reading Skills

13. **Understand Problems and Solutions** Use the Reading Skills taught in this module to answer a question about the reading selection below.

Estonia, Latvia, Lithuania, and Poland all still feel the effects of decades of Soviet rule. The economies of all four countries suffered because the Soviets did not build a decent infrastructure. An infrastructure is the set of resources, like roads, airports, and factories, that a country needs in order to support economic activities. The many factories built by the Soviets in Poland and the Baltics could not produce as many goods as those in Western Europe.

Write a short paragraph that explains the main problem facing Poland and the Baltics today. End your paragraph by suggesting a solution their governments might use to address the problem. *Problem—need more infrastructure to support economic development; Solution—Answers will vary, but possible responses may include raising taxes, reducing spending in other areas, and finding foreign investors or international agencies to provide loans or funding for infrastructure improvement.*

Essential Question ESSAY

How can Eastern Europe overcome the challenges presented since the breakup of the Soviet Union?

RUBRIC

- Students' essays should
- respond to the Essential Question with a specific position
 - illustrate valid reasoning supporting their position
 - cite persuasive evidence supporting their position
 - identify key people, events, and/or turning points that demonstrate understanding of the module content
 - be organized into a distinct introduction, main body, and conclusion

Write an argument answering this question. Your essay should include specific details about how Eastern Europe can overcome the challenges presented since the breakup of the Soviet Union. Be sure to cite evidence to support your point and organize your essay into an introduction, body, and conclusion.

Alternative Activity Instead of writing essays, address the Essential Question through activities such as holding debates, creating multimedia presentations, or writing journal entries. See the Alternative Assessment Handbook for a selection of project rubrics.

(continued)

Print Assessment (*continued*)

Social Studies Skills

14. **Create a Benefits-and-Costs Chart** Use the Social Studies Skills taught in this module to complete the following activity.

Imagine that you are a government official in Ukraine. Your country cannot produce enough energy to meet its needs and has to buy energy from Russia. A company in Kiev has expressed interest in building nuclear power plants, but many people are leery of nuclear power since the Chernobyl incident. Create a chart that lists the benefits and costs of nuclear power. Then write a statement that either supports or argues against the plan. *Possible answer: Benefits—more energy, less reliance on Russia for energy, less reliance on fossil fuels, provides jobs for people building and staffing the plant; Costs—building the plant, risk of nuclear accident or other damage to environment, storage of radioactive waste; Students' statements will vary but should include support for their reasoning.*

Map Activity

15. **Eastern Europe** On a separate sheet of paper, match the letters on the map with their correct labels.

Great Hungarian Plain	Kiev, Ukraine
Latvia	Warsaw, Poland
Albania	Danube River



- A. Great Hungarian Plain B. Danube River C. Albania
D. Kiev, Ukraine E. Warsaw, Poland F. Latvia

Focus on Writing

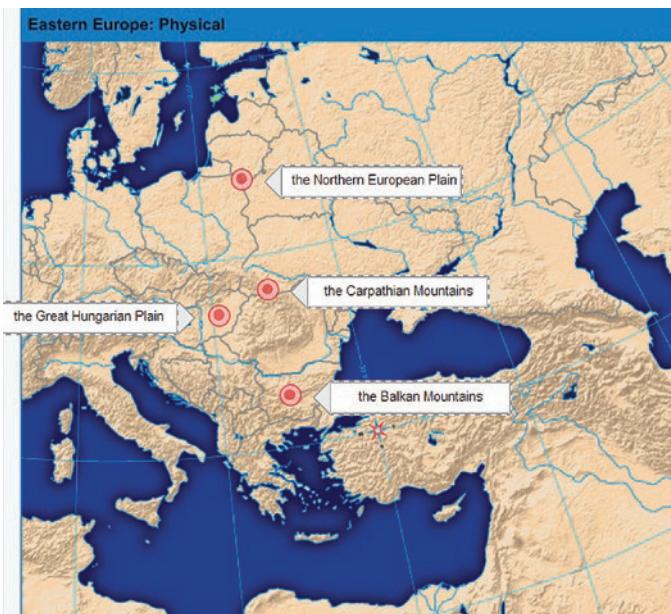
16. **Write a Report** For centuries, the Balkans have been an arena of conflict. Use Lesson 4 and other primary and secondary sources to learn about the history and cultures of the Balkans and investigate recent conflicts there. Formulate appropriate questions to guide your research. You should gather relevant information from multiple print and digital sources. Collect information from non-print sources such as photographs and maps. Write a report on what you find. Be sure to apply key terms acquired from the lesson in your writing. Include at least one visual that presents information related to the topic. Your report should be focused and organized with a clear introduction, supporting paragraphs, and conclusion. Check your report for spelling, grammar, capitalization, and punctuation. Present your report to the class. Speak clearly and keep eye contact with your audience.

RUBRIC

- Students' reports should
- describe Balkan culture, their history of conflict, and recent conflicts in the area
 - use key terms from the lesson
 - include at least one visual that presents information related to the topic
 - be organized and focused on the topic
 - use proper grammar, spelling, capitalization, and punctuation
 - be presented in a formal voice, with confident body language
 - be spoken clearly and with enthusiasm

► Online Assessment

1. Drag the names of the physical features to their correct locations.



2. Drag the name of the area of Eastern Europe into the box next to the description of its climate.

Winters are mild and summers are warm. This area does not receive much rain.	the Balkan coast
Winters there are long, cold, and harsh. It receives less rain than other areas, but fog is common.	the Baltic coast
Winters there can be very cold, but summers are generally pleasant and mild. Rainfall amounts vary between the eastern and western portions of the area.	the Interior Plains

3. Why are there huge forests along the Baltic coast?

- because of its climate
- because of its landscape
- because of its lack of air pollution
- because of its wealth of fertile soil

4. How did Poland break free from Communist rule?

- by holding elections
- by fighting the Soviet Union
- by guaranteeing property rights
- by allying with the Baltic Republics

5. Which of the following are ways in which the cultures of Estonia, Latvia, Lithuania, and Poland are similar?
Select the **three** correct answers.

- People share a love of dance.
- People speak the same language.
- People practice the same religion.
- People attend the same music festivals.
- People practice many of the same crafts.
- People eat many of the same types of foods.

6. Which of the following has allowed Poland and the Baltic Republics to develop a strong tourism industry?

- These countries have modern airports.
- These countries have sunny beaches.
- These countries have new highways.
- These countries have historic sites.

7. Which of the following statements accurately describe Ukraine, Belarus, and Moldova?
Select the **three** correct answers.

- Most people in these countries are Roman Catholic.
- Most people in these countries are Orthodox Christians.
- These countries have long had ties with Western Europe.
- People in these countries refer to themselves as Magyars.
- These countries' languages are written in the Cyrillic alphabet.
- These countries gained their independence from the Soviet Union in 1991.

8. How are present-day Slovakia, Hungary, and the Czech Republic different from Ukraine, Belarus, and Moldova?

- These countries belong to the EU.
- These countries belong to the CIS.
- These countries are not industrialized.
- These countries do not have high literacy rates.

9. How is present-day Belarus different from the other countries of inland Eastern Europe?

- It is a republic.
- It is a dictatorship.
- It does not limit immigration.
- It does not regulate foreign trade.

10. Drag the events from the history of the Balkans into chronological order from top to bottom.

The ancient Greeks founded colonies on the northern Black Sea coast.

The Romans conquered most of the area from the Adriatic Sea to the Danube River.

The Balkans became part of the Byzantine Empire.

Many people became Muslim after the Ottoman Turks took control of the area.

11. Which of the following statements accurately describe the cultures of the Balkan countries?
Select the **three** correct answers.

- There are no large Protestant communities there.
- Only Christian religions are practiced in the region.
- Most Balkan Christians belong to the Orthodox Church.
- Most languages spoken in the region are related to Russian.
- Languages from three major groups are spoken in the region.
- People in Romania speak a language that developed from French.

12. Why did countries around the world send troops to Bosnia and Herzegovina in 1995?

- to protect the Roma
- to reunite Yugoslavia
- to secure trade routes
- to stop ethnic violence