

Essential Question Preview

How has climate influenced the land and people of Southern Europe?

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

Explore the Essential Question

- Have students locate Greece, Italy, Spain, and Portugal on the map. Explain that all four countries enjoy a mild climate that attracts millions of tourists each year.
- Ask students to share what they know about Greece, Italy, Spain, and Portugal. For example, traditional Greek foods such as lamb and olives do well in Greece's mild climate and rugged landscape. Italy, Spain, and Portugal have conditions that are favorable for agriculture.

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 have these countries' histories influenced their present cultures, religions, and landscapes?

What are some ways these countries have worked to improve their economies?

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

Italy: Preserving the Past

Invite students to watch the video to learn about the importance of ancient landmarks in Italy.

Economics What steps has the Italian government taken to pay for the preservation of some historic monuments? *It has accepted money from private companies to pay for restoration in exchange for tax breaks.*



Module 14

Southern Europe

Essential Question

How has climate influenced the land and people of Southern Europe?

Explore ONLINE!

HISTORY

VIDEOS, including ...
• Pompeii

- ✓ Document-Based Investigations
- ✓ Graphic Organizers
- ✓ Interactive Games
- ✓ Interactive Map: Southern Europe: Physical
- ✓ Image Carousel: Mediterranean Climate
- ✓ Interactive Chart: Eras in Italian History

What You Will Learn

Lesson 1: Physical Geography 469
The Big Idea The peninsulas of Southern Europe have rocky terrains and sunny, mild climates.

Lesson 2: Greece and Italy 473
The Big Idea Greece and Italy are home to two of the Western world's oldest and most influential civilizations.

Lesson 3: Spain and Portugal 483
The Big Idea Spain and Portugal have rich cultures, stable governments, and struggling economies.

466 Module 14

Lesson 1 Big Idea

The peninsulas of Southern Europe have rocky terrains and sunny, mild climates.

Main Ideas

- Southern Europe's physical features include rugged mountains and narrow coastal plains.
- The region's climate and resources support such industries as agriculture, fishing, and tourism.

Lesson 2 Big Idea

Greece and Italy are home to two of the Western world's oldest and most influential civilizations.

Main Ideas

- Early in its history, Greece was the home of a great civilization, but it was later ruled by foreign powers.

- The Greek language, the Orthodox Church, and varied customs have helped shape Greece's culture.
- In Greece today, many people are looking for new economic opportunities.
- Italian history can be divided into three periods: ancient Rome, the Renaissance, and unified Italy.
- Religion and local traditions have helped shape Italy's culture.
- Italy today has two distinct economic regions—northern Italy and southern Italy.



Geography Mountains cover large areas of Southern Europe. The Dolomites, shown here, are in northern Italy.

Culture Bullfights are popular events in parts of Spain. Bullfighters, called matadors, are honored members of society.



History Greece was the home of Europe's first great civilization. The ruins in Delphi are more than 2,300 years old.

Southern Europe 467

Explore the Images

Geography Residents of the craggy peaks and serene valleys of the Dolomites speak different languages. German is spoken in the northern reaches; Italian is spoken in the southern area; and Ladin, a group of dialects specific to regions of the Dolomites, is spoken in the central valleys.

History The town of Delphi, on the slopes of Mount Parnassus, was considered the *omphalos*, "navel of the world." The Oracle of Delphi, a priestess of Apollo, was consulted by many hoping to gain her insights into the future.

Culture The traditional costume of a matador, the lead performer in bullfighting, is called a *traje de luces* ("suit of lights"). It includes tight trousers, a silk jacket heavily embroidered with gold thread, a hat called a *montera*, and a short cape called a *capote de paseo*.

Analyze Visuals

Have students examine the images and answer the following question.

Based on these photos, what physical features of Southern Europe affect how people live there?
mountains, climate, the sea

► 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.



Lesson 3 Big Idea

Spain and Portugal have rich cultures, stable governments, and struggling economies.

Main Ideas

- Over the centuries, Spain and Portugal have been part of many large and powerful empires.
- The cultures of Spain and Portugal reflect their long histories.
- Having been both rich and poor in the past, Spain and Portugal today have struggling economies.

Reading Social Studies

Reading Social Studies

READING FOCUS

Ask Questions

Distribute copies of a newspaper article to the class, and call on students to read the article aloud. Then select a paragraph at random from the article, and ask students to reread just that paragraph. Have students apply the questions *who*, *what*, *when*, *where*, *why*, *how*, and *what if* to the paragraph. Have students write their answers on a sheet of paper. After students have finished, review the paragraph with the class. Ask volunteers to share their answers, and how they reached the answer, with the class. Discuss with students the benefits of using questions to analyze a text.

You Try It!

With a partner, read the following passage to each other and answer the 5 *Ws* to check your understanding of it.

Italy remained divided into small states until the mid-1800s. At that time, a rise in nationalism, or strong patriotic feelings for a country, led people across Italy to fight for unification. As a result of their efforts, Italy became a unified kingdom in 1861.

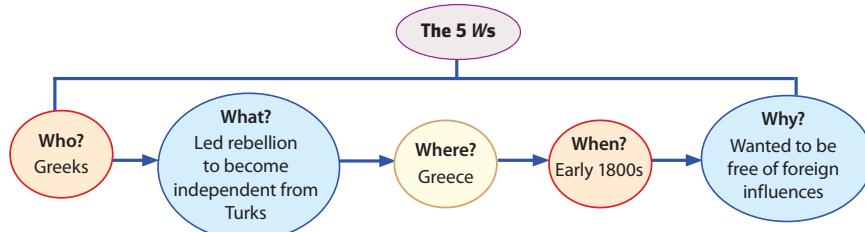
As you read this module, ask questions to help you understand the text. *Who*: Italy or Italians; *What*: fought for unification of the country; *Where*: Italy; *When*: mid-1800s; *Why*: strong nationalism or patriotic feelings

Ask Questions

READING FOCUS

Reading is one place where asking questions will never get you in trouble. The five *W* questions can help you be sure you understand the material you read. After you read a section, ask yourself the 5 *Ws*: *Who* was this section about? *What* did they do? *Where* and *when* did they live? *Why* did they do what they did? See the example below to learn how this reading strategy can help you identify the main points of a passage.

Many Greeks were not happy under Turkish rule. They wanted to be free of foreign influences. In the early 1800s, they rose up against the Turks. The rebellion seemed likely to fail, but the Greeks received help from other European countries and drove the Turks out. After the rebellion, Greece became a monarchy.



YOU TRY IT!

With a partner, read the following passage to each other and answer the 5 *Ws* to check your understanding of it.

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As you read this module, ask questions to help you understand the text.



Physical Geography



► Online Lesson 1 Enrichment Activities

The Rock of Gibraltar

Article Students read about the Rock of Gibraltar, one of the most distinctive landmarks of Southern Europe. They then create postcards depicting the features of the area.



Renewable Energy in Southern Europe

Activity Students learn about Southern Europe's efforts to replace fossil fuel power with nuclear, wind, and solar power. They then compare Southern Europe's climate to their local climate and write a paragraph stating whether they think programs similar to those used in Spain would work in their area.

Herding in Southern Europe

Article Students learn how Southern Europeans have adapted to their rugged landscape by adopting migratory herding practices and then create posters about Southern European herding.

Physical Geography

The Big Idea

The peninsulas of Southern Europe have rocky terrains and sunny, mild climates.

Main Ideas

- Southern Europe's physical features include rugged mountains and narrow coastal plains.
- The region's climate and resources support such industries as agriculture, fishing, and tourism.

Key Terms and Places

Mediterranean Sea
Pyrenees
Apennines
Alps
Mediterranean climate

If YOU lived there ...

You are in a busy fish market in a small town on the coast of Italy, near the Mediterranean Sea. It is early morning. Colorful fishing boats have just pulled into shore with their catch of fresh fish and seafood. They unload their nets of slippery octopus and wriggling shrimp. Others bring silvery sea bass. You are looking forward to lunch—perhaps a tasty fish soup or pasta dish.

How does the Mediterranean affect your life?

Physical Features

The continent of Europe has often been called a “peninsula of peninsulas.” Europe juts out from Asia like one big peninsula. From that one big peninsula, smaller peninsulas extend into the many bodies of water that surround the continent.

Look at the map of Southern Europe on the first page of this module. Do you see the three large peninsulas that extend south from Europe? From west to east, these are the Iberian Peninsula, the Italian Peninsula, and the Balkan Peninsula. Together with some large islands, they form the region of Southern Europe. Greece, Italy, Spain, and Portugal are countries in Southern Europe.

Southern Europe is also known as Mediterranean Europe. Many of the countries of Southern Europe have long coastlines on the **Mediterranean Sea**. In addition to this common location on the Mediterranean, the countries of Southern Europe share many common physical features.

Landforms The three peninsulas of Southern Europe are largely covered with rugged mountains. In Greece, for example, about three-fourths of the land is mountainous. Because much of the land is so rugged, farming and travel in Southern Europe can be a challenge.

The mountains of Southern Europe form several large ranges. On the Iberian Peninsula, the **Pyrenees** (PIR-uh-neez) form a boundary between Spain and France to the north. Italy

Southern Europe 469

Teach the Big Idea

1. Whole Class Open/Introduction

If YOU lived there ...

How does the Mediterranean affect your life?

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 how it affects people's JOBS:

- supports a busy fishing industry
- supports shipping and transportation
- attracts tourists

Consider how it affects people's LIFESTYLES:

- supplies fish and seafood for local cuisine
- allows activities like boating and swimming
- influences climate and clothing styles

2. Direct Teach

Remind students that geography affects virtually all aspects of people's lives. Ask them how geography might affect people in Southern Europe. For example, how would living near a huge sea or on a mountain affect how people dressed, the kinds of homes they built, and how they made their living?

3. Practice/Assess/Inquire

Divide the class into three groups. Ask one group to identify and describe Southern Europe's landforms, another group its bodies of water, and the third group its climate and resources.

4. Explore (Collaborative Exploration)

Have each group report to the class. Have the class add additional information it feels is appropriate.

5. Whole Group Close/Reflect

Have students write one paragraph describing the landforms of Southern Europe and another describing the climate and resources.

*Alternative Assessment Handbook, Rubric 40: Writing to Describe

ONLINE DOCUMENT-BASED INVESTIGATION

Southern Europe

Southern Europe: Physical is the first of three document-based investigations in Southern Europe. Located on three large peninsulas, the region is dominated by rugged mountains.

Students can use the map's interactive features to explore the topography of the region.

Teach the Main Idea

Southern Europe's physical features include rugged mountains and narrow coastal plains.

Recall What type of landform covers much of Southern Europe? *rugged mountains*

Identify What areas of Southern Europe are ideal for farming? *coastal plains and river valleys*

Draw Conclusions Why do you think most people live in the coastal plains and river valleys? *There are more ways to earn a living.*

More About ...

Physical Features

How high are the mountains of Southern Europe? To compare, the highest peak in the

- Alps is Mont Blanc (French-Italian border)—15,771 ft.
- Pyrenees is Aneto Peak (Spain)—11,168 ft.
- Apennines is Mount Corno (Italy)—9,554 ft.
- Pindus is Mount Smolikas (Greece)—8,652 ft.
- United States is Mount McKinley (Alaska)—20,320 ft.
- World is Mount Everest (Nepal/Tibet)—29,035 ft.

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:

Analyze Effects How have Southern Europe's physical features influenced where in the region people live? *Rugged mountains make farming and transportation difficult, so most of the population lives in plains areas. Many also live near rivers for food and transportation.*

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: **Mediterranean Sea, Pyrenees, Apennines, Alps, Mediterranean climate.**

ONLINE DOCUMENT-BASED INVESTIGATION

Southern Europe: Physical

Located on three large peninsulas, the region is dominated by rugged mountains. Students can use the map's interactive features to explore the topography of the region.

Analyze Sources Based on this map, why might people in Southern Europe historically have found sea travel easier than overland travel? *Most people had easy access to the sea because of the shape of the region's landmasses. Rugged terrain inland would have made overland travel difficult.*

In print edition, see map of same title.

- Location** What mountain range separates Spain from the rest of Europe? *Pyrenees*
- Human-Environment Interaction** In what ways might mountains affect life in this region? *Mountains may make farming and travel challenging.*



has two major ranges. The **Apennines** (A-puh-nynz) run along the whole peninsula, and the **Alps**—Europe's highest mountains—are in the north. The Pindus Mountains cover much of Greece.

Southern Europe's mountains extend into the sea as well, where they rise above the water to form islands. Southern Europe is known for its mountains and seas. The Aegean Sea east of Greece is home to more than 2,000 islands. Southern Europe also has many larger islands formed by undersea mountains. These include Crete, which is south of Greece; Sicily, at the southern tip of Italy; and many others.

Not all of Southern Europe is rocky and mountainous, though. Some flat plains lie in the region. Most of these plains are along the coast and in the valleys of major rivers. It is here that most farming in Southern Europe takes place. It is also here that most of the region's people live.

Water Features Since Southern Europe is mostly peninsulas and islands, water is central to the region's geography. No place in Southern Europe is very far from a major body of water. The largest of these bodies of water is the Mediterranean, but the Adriatic, Aegean, and Ionian seas are also important to the region. For many centuries, these seas have given the

COLLABORATIVE LEARNING

Make Maps of Southern European Peninsulas

Materials: material such as clay or plaster of paris, particleboard or other firm board to place map on, painting supplies

- Organize the class into three groups. Assign each group one of the three peninsulas of Southern Europe: Iberian, Italian, Balkan.
- Instruct each group to create a three-dimensional map of its peninsula. Students can use the map titled *Southern Europe: Physical* as a guide. You may want to have groups make their peninsulas out of a material such as clay or plaster of paris.

- Have students paint their molded peninsulas to indicate the height above or below sea level of different areas. Remind them to include a key with the finished map.

*Alternative Assessment Handbook, Rubrics 14: Group Activity; and 20: Map Creation

Reading Check
Find Main Ideas
What are the region's major features?

people of Southern Europe food and a relatively easy way to travel around the region.

Only a few large rivers run through Southern Europe. The region's longest river is the Tagus (TAY-guhs), which flows across the Iberian Peninsula. In northern Italy, the Po runs through one of Southern Europe's most fertile and densely populated areas. Other rivers run out of the mountains and into the many surrounding seas.

Mediterranean Climate

Southern Europe is known for its Mediterranean climate, which features warm, dry summers and mild, wet winters. This climate affects nearly every aspect of life in the region.



Agriculture The climate of Southern Europe is ideal for growing many crops. Here, Portuguese farmers harvest grapes.



Tourism The region's mild and sunny climate draws millions of tourists to places like this beach in Ibiza, Spain.



Vegetation This field in Tuscany, a region of Italy, shows the variety of plants that thrive in Southern Europe's climate.



Architecture Climate also affects architecture in Southern Europe. Buildings, like these in Greece, are airy and made of light materials to reflect sunlight and heat.

Analyze Visuals
What are four ways in which the Mediterranean climate affects life in Southern Europe?

VISUALS

Mediterranean Climate

Have students study the images and answer the associated question.

Analyze Visuals What are four ways in which the Mediterranean climate affects life in Southern Europe? *agriculture, tourism, vegetation, and architecture*

READING CHECK

Find Main Ideas What are the region's major features? *rugged mountains, coastal plains, river valleys, islands, seas, and rivers*

STRUGGLING READERS

Climate and Life in Southern Europe

- Ask students to examine carefully the four images showing the Mediterranean climate. Have students work individually or with partners to find the location of each photo on a map. Point out that each is in a country that borders a sea.
- Have students study the first image and read its caption. Then ask: Where was this picture taken? *Portugal* How does this photo show the effects of climate? *It shows that the climate supports agriculture, specifically the growing of grapes.*

- Repeat this procedure with the other images. For the beach picture, point out that Ibiza is an island off the eastern coast of Spain.
- Use the Analyzing Visuals question in the text to review the influence and the importance of climate on Southern Europe.

*Alternative Assessment Handbook, Rubric 21: Map Reading

Teach the Main Idea

The region's climate and resources support such industries as agriculture, fishing, and tourism.

Recall Name two important resources in Southern Europe. *climate, the sea*

Analyze Why is the sea important to Southern Europe's economy? *Port cities ship goods around the world, and fish and shellfish support the fishing industry.*

Draw Conclusions What kinds of things might this region export? *citrus fruits, grapes, olives, wheat, fish*

More About . . .

Southern Europe's Climate Although most people assume that climates get colder with distance from the equator, that is not always the case. Rome and Chicago, for example, are at the same latitude, but Italy's climate is much milder than Illinois's. The climatic differences stem from the effects of the Mediterranean Sea and the presence of large air masses that keep warm air moving toward Southern Europe.

On Greece's coast, mountains and sea come together to create a dramatic landscape.



Climate and Resources

Southern Europe is famous for its pleasant climate. Most of the region enjoys warm, sunny days and mild nights for most of the year. Little rain falls in the summer, falling instead during the mild winter. In fact, the type of climate found across Southern Europe is called a **Mediterranean climate** because it is common in this region.

The region's climate is also one of its most valuable resources. The mild climate is ideal for growing a variety of crops, from citrus fruits and grapes to olives and wheat. These crops are important products traded with other countries. In addition, millions of tourists are drawn to the region each year by its climate, beaches, and breathtaking scenery.

The sea is also an important resource in Southern Europe. Many of the region's largest cities are ports from which goods are shipped all over the world. This trade supports the economies of Southern European countries. In addition, the nearby seas are full of fish and shellfish, which provide the basis for profitable fishing industries.

Summary and Preview In this lesson, you learned about the physical features of Southern Europe. In the next lesson, you will learn how those features affect life in two countries—Greece and Italy.

Reading Check
Form Generalizations
How is a mild climate important to Southern Europe?

Lesson 1 Assessment

Review Ideas, Terms, and Places

1. a. **Recall** Which three peninsulas are in Southern Europe?
b. **Explain** Why is the sea important to Southern Europe?
c. **Elaborate** Why do you think most people in Southern Europe live on coastal plains or in river valleys?
2. a. **Describe** What is the Mediterranean climate like?
b. **Generalize** How is climate an important resource for the region?

Critical Thinking

3. **Find Main Ideas** Draw a diagram like the one shown here. In the left oval, use your notes to explain how landforms affect life in Southern Europe. In the right oval, explain how climate affects life in the region.



472 Module 14

Print Assessment

Review Ideas, Terms, and Places

1. a. **Recall** Which three peninsulas are in Southern Europe? *Iberian, Italian, and Baltic*
b. **Explain** Why is the sea important to Southern Europe? *It provides food and a way to travel and transport goods through the region.*
c. **Elaborate** Why do you think most people in Southern Europe live on coastal plains or in river valleys? *more ways to earn a living*
2. a. **Describe** What is the Mediterranean climate like? *hot, dry summers and mild, wet winters*

- b. **Generalize** How is climate an important resource for the region? *It's ideal for growing crops and attracting tourists.*

Critical Thinking

3. **Find Main Ideas** Draw a diagram with two ovals. In the left oval, use your notes to explain how landforms affect life in Southern Europe. In the right oval, explain how climate affects life in the region.

Possible answers: Landforms—The rugged mountains are less populated; the coastal plains and river valleys are ideal for farming; most of the people live there; Climate—It is good for agriculture, tourism, and has lush vegetation; because of the sunlight and heat, buildings are airy and made of light materials.

ONLINE INTERACTIVE VISUALS

Carousel: Mediterranean Climate

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 Do you think the Mediterranean climate is an advantage or a disadvantage for Southern Europe? Why? *Possible answer: The climate is an advantage, because it allows for the growing of a wide variety of crops, attracts tourists, and permits people to work all year.*

Agriculture The climate of Southern Europe is ideal for growing many crops. Here, Portuguese farmers harvest grapes.

READING CHECK

Form Generalizations How is a mild climate important to Southern Europe? *It is ideal for growing crops, and it encourages tourism.*

► Online Assessment

1. Which of the following are located on the Iberian Peninsula?

Select the **two** correct answers.

- the Po
- the Alps
- the Tagus
- the Pyrenees
- the Apennines

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

On the Iberian Peninsula, the Pyrenees form a boundary between Spain and France to the north.

2. How does climate affect economic activity in Southern Europe?

- It makes it difficult to ship goods during the winter.
- It allows a variety of crops to be grown and traded.
- It allows factories to operate without air conditioning.
- It makes it difficult to sell fish and shellfish during the winter.

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

Because of Southern Europe's mild climate, the countries of this region grow and trade a variety of crops.

3. **Make Generalizations** Why can it be easier to travel from Greece to another Southern European country than it is to travel within Greece?

Travel within Greece is often very difficult because three-fourths of the land is mountainous. However, because Greece is surrounded on three sides by water, it can be relatively easy to travel from there to other countries in Southern Europe.

4. **Draw Conclusions** When would be the best time of year to visit the beaches of Southern Europe? Explain your response.

The best time of year to visit the beaches of Southern Europe would be during the summer. This region has a Mediterranean climate that features warm, dry summers that are ideal for visiting beaches.

ADDITIONAL INSTRUCTIONAL MATERIALS

continued from page 469

More About . . .

Two Important Rivers The Tagus River, which is 626 miles long, begins in central Spain and flows west through Portugal to the Atlantic Ocean. It empties at Lisbon, one of Europe's major port cities. The Po River, which is about 405 miles long, flows from the Alps to the Adriatic Sea. Ships from the Adriatic carry freight up the Po as far as Turin, which is an important industrial city in northern Italy.

continued from page 470

INTERPRET MAPS

Southern Europe

1. Allow students time to study the physical map of Southern Europe in this lesson.
2. Have students locate the three peninsulas, four mountain ranges, four seas, and two rivers mentioned in the text.
3. Ask volunteers to answer the questions that accompany the map. Follow up with these questions: What sea borders Greece on the west? *Ionian* What sea does the river Po empty into? *Adriatic* Where does the Po begin? *in the Alps* Through what two countries does the Tagus River flow? *Spain and Portugal* What areas of Southern Europe have the lowest elevation? *coastal areas, particularly the west coast of Portugal and the northeast and east coast of Italy* Where is the highest elevation? *in the Alps* What separates Spain from northern Africa? *the Strait of Gibraltar*

*Alternative Assessment Handbook, Rubric 21: Map Reading

continued from page 471

SPECIAL NEEDS STUDENTS

Foods of the Mediterranean

1. Review the types of crops grown in the Mediterranean region with students.
2. Bring in samples or pictures of each, including different kinds of wheat bread, olives, grapes, and various citrus fruits.
3. Have students find their own pictures and create a collage of the foods and crops.

*Alternative Assessment Handbook, Rubric 8: Collages

continued from page 472

More About . . .

The Highland Climate A highland climate is common in mountainous regions, such as those found in much of Southern Europe. In such locations, climate varies with altitude. Temperatures in the highland climate zone might be mild in the foothills, much cooler further up, and very cold at a mountain's peak.

ENGLISH LANGUAGE LEARNERS

Tourism Jingles

1. To help students demonstrate their understanding of the geography, climate, and resources in Southern Europe, organize the class into groups of three or four to write advertising jingles meant to attract tourists to the region.
2. Explain that jingles are short, catchy songs used in commercials. Ask students to think of examples of their favorite jingles.
3. Have students create jingles that describe Southern Europe. They can create their own tunes or set lyrics to a familiar tune. Encourage volunteers to sing their jingles to the class.

*Alternative Assessment Handbook, Rubric 26: Poems and Songs



Greece and Italy

- Contributions of Ancient Greece
- Cultural Influences in Greece
- Easter in Greece
- Renaissance Italy
- Major Cities of Italy
- Venice

- **Connect to Math:** Proportion
- **Biography:** Giuseppe Garibaldi (1807–1882)
- Microstates
- Write a Myth
- Pompeii
- **Geographic Feature:** Religion in Italy
- Giuseppe Garibaldi

Visuals

Videos

LESSON 2

Big Idea

Greece and Italy are home to two of the Western world's oldest and most influential civilizations.

Extend and Enrich

Maps, Graphs, and Charts

Sources

Assessment

- Map: The Eastern and Western Roman Empires
- Map: Greece: Population
- Graph: Greece's GDP
- Map: Italy in the Middle Ages, 1100–1200
- Map: Italian Unification
- Chart: Eras in Italian History
- Table: The Regions of Italy
- Map: Major Industries of Italy

- Document-Based Investigation: Sicily's Fishing Industry

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

KEY

● Non-digital resource

► Online Lesson 2 Enrichment Activities

Pompeii

Video Students watch a video to learn about the destruction of Pompeii, which has become a major tourist site in southern Italy. They then use online mapping sites to take virtual tours of the ruins of the ancient city.



Microstates

Article Students read about the microstates of Southern Europe, including Vatican City, San Marino, and Monaco, and then create charts to compare features of these tiny countries.

Write a Myth

Activity Students learn that the ancient Greeks and Romans wrote myths to explain natural phenomena and to celebrate their history and heritage. Students then write a myth of their choice.

Giuseppe Garibaldi

Biography Students read about Giuseppe Garibaldi, a leader in Italy's unification movement. They then design postage stamps to commemorate his actions and achievements.



Greece and Italy

The Big Idea

Greece and Italy are home to two of the Western world's oldest and most influential civilizations.

Main Ideas

- Early in its history, Greece was the home of a great civilization, but it was later ruled by foreign powers.
- The Greek language, the Orthodox Church, and varied customs have helped shape Greece's culture.
- In Greece today, many people are looking for new economic opportunities.
- Italian history can be divided into three periods: ancient Rome, the Renaissance, and unified Italy.
- Religion and local traditions have helped shape Italy's culture.
- Italy today has two distinct economic regions—northern Italy and southern Italy.

Key Terms and Places

Orthodox Church
Athens
Christianity
Catholicism
pope
Vatican City
Sicily
Naples
Milan
Rome

If YOU lived there . . .

You live in a small town on one of the many Greek islands. White houses perch on steep streets leading down to the sea. Many tourists come here by boat after visiting the busy capital city of Athens. They tell you about the beautiful ancient buildings they saw there. But your island has ancient statues and temple sites, too. Still, some of your friends talk about moving to the city.

What might make people move to the city?

Greece's History

Greece is a country steeped in history. Home to one of the world's oldest civilizations, it has been called the birthplace of Western culture. Even today, remnants of ancient Greece can be found all over the country, and ideas from ancient thinkers continue to affect people's lives today.

Ancient Greece Theater, philosophy, democracy—these are just a few of the ideas that the modern world owes to ancient Greece. The Greeks were pioneers in many fields, and their contributions still affect how we live and think.

In art, the Greeks created lifelike paintings and statues that served as examples for later artists to imitate. In architecture, they built temples of marble that continue to inspire architects around the world. The Greeks invented new forms of literature, including history and drama, and made advances in geometry and other branches of math that we still study. In philosophy, they created a system of reasoning that is the foundation for modern science. In government, Greeks created democracy, which inspired the government embraced by most people around the world today.



An ancient Greek jar

Southern Europe 473

Teach the Main Idea

Early in its history, Greece was the home of a great civilization, but it was later ruled by foreign powers.

Identify What did the ancient Greeks accomplish in art, literature, math, and government? *lifelike statues and paintings; new forms of literature, including history and drama; advances in geometry; creation of democracy*

Identify Who took over Greece during the 1300s and 1400s? *the Ottoman Turks*

Summarize How did Greece finally achieve a return to democracy? *They rebelled against the Turks and later got rid of a dictatorship.*

More About . . .

Alexander the Great Greek culture spread through much of Europe and Asia largely because of one man: Alexander the Great. Alexander was the son of Philip, the king of Macedonia, who became ruler of all of Greece when Alexander was 18. As a young man, Alexander had been tutored by the Greek philosopher Aristotle. Aristotle believed that both the mind and the body should be trained. From him, Alexander learned literature, philosophy, and politics, as well as fitness and warfare. Alexander became king at age 20, when his father died. As king, he carried out his father's plan to conquer the Persian Empire, but Alexander was not satisfied. He continued his wars of conquest. When he died, his empire stretched from Greece to India.

Teach the Big Idea

1. Whole Class Open/Introduction

If **YOU** lived there . . .

What might make people move to the city?

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 possible PULL FACTORS of the city:

- more job opportunities
- chance to become friends with people from many different cultures
- wider variety of activities, such as museums and entertainment

Consider possible PUSH FACTORS away from the island:

- limited space
- threat of storms or earthquakes
- too many tourists overrunning the island

2. Direct Teach Greece and Italy have long histories that have influenced many other Western cultures. Ask students why these histories might make people want to live there. Also ask them if they think they might want to visit or even move to Greece or Italy. Encourage students to provide specific reasons for their answers.

3. Practice/Assess/Inquire Draw a three-column chart on the board with columns labeled *History*, *Culture*, and *Today*, and have students copy it.

4. Explore (Collaborative Exploration) As a class, fill in the chart with facts related to the history and culture of Greece and Italy and features of interest today. Have students volunteer facts from their own charts.

5. Whole Group Close/Reflect Have students take their charts home and share the information with their families. Ask each student to solicit at least one question from family members about the chart to bring back to class. As a class, discuss the answers for students to take home.

*Alternative Assessment Handbook, Rubric 7: Charts



ONLINE DOCUMENT-BASED INVESTIGATION

Southern Europe

Sicily's Fishing Industry is the second of three document-based investigations in Southern Europe. Surrounded by water, the residents of Sicily have developed a thriving fishing industry. Students can explore the graph and photo to learn about the extent and nature of that industry.

► ONLINE GRAPHIC ORGANIZER

Greece and Italy

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:

Summarize How have Greece's and Italy's histories affected life in those countries today? *Both countries reflect the influence of the many civilizations that have ruled them. This influence is reflected in art, architecture, language, and religion, among other areas.*

► 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: **Orthodox Church, Athens, Christianity, Catholicism, pope, Vatican City, Sicily, Naples, Milan, Rome.**

► ONLINE INTERACTIVE VISUALS

Carousel: Contributions of Ancient Greece

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 influences of ancient Greek culture have you seen in your community? *Possible answers: Local buildings may include Greek-inspired architecture, or local museums may have art or statues in the Greek style. Town hall meetings may resemble ancient Greek democracy. Friends or family may enjoy reading Greek drama or stories of Greek gods and heroes.*

CONNECT TO MATH

Proportion

Have students read the Connect to Math feature about the use of proportion in ancient Greek architecture. You may wish to use the associated question as a discussion prompt.

Make Generalizations How did mathematical ideas influence ancient Greek architecture?

Architects used the Golden Mean, a mathematical formula for determining the height and width of a building.

Connect to Math

Proportion

The ancient Greeks were great admirers of mathematics. They thought math could be used in many areas of their lives. For example, they used it to design temples and other buildings.

Greek builders believed in a concept called the Golden Mean. This concept said that the height of a building should be a particular fraction of the building's width. If the building were too tall, they thought it would look flimsy. If it were too wide, it would look squat and ugly. As a result, these builders were very careful in planning their buildings. The Parthenon, the temple pictured here, was built using the Golden Mean. Many consider it to be the greatest of all Greek temples.

Make Generalizations

How did mathematical ideas influence ancient Greek architecture?



No ancient civilization lasted forever, though. In the 300s BC Greece became a part of Alexander the Great's empire, which also included Egypt and much of Southwest Asia. Under Alexander, Greek culture spread throughout his empire.

The Romans and the Turks Alexander's empire did not last very long. When it broke up, Greece became part of another empire, the Roman Empire. For about 300 years, the Greeks lived under Roman rule.

After about AD 400 the Roman Empire was divided into two parts. Greece became part of the Eastern, or Byzantine, Empire. The rulers of the Byzantine Empire admired Greek culture and encouraged people to adopt the Greek language and customs. They also encouraged people to adopt their religion, Christianity.

Greece was part of the Byzantine Empire for about 1,000 years. In the 1300s and 1400s, however, Greece was taken over by the Ottoman Turks from central Asia. The Turks were Muslim, but they allowed the people of Greece to remain Christian. Some elements of Greek culture, though, began to fade. For example, many people began speaking Turkish instead of Greek.

Independent Greece Many Greeks were not happy under Turkish rule. They wanted to be free of foreign influences. In the early 1800s they rose up against the Turks. The rebellion seemed likely to fail, but the Greeks received help from other European countries and drove the Turks out. After the rebellion, Greece became a monarchy.

Greece's government has changed many times since independence. The country's first kings took steps toward restoring democracy, but for most

474 Module 14

► ONLINE INTERACTIVE MAPS

The Eastern and Western Roman Empires

Have students explore the map and answer the associated question.

Place Which area was not part of the Eastern Roman Empire after the division?
Gaul

► ONLINE INTERACTIVE VISUALS

Image with Hotspots: Cultural Influences in Greece

Have students explore the image using the interactive hotspots. You may wish to use the associated question as a discussion prompt.

Analyze Visuals How does this photo reflect the cultural history of Greece? *It displays the influences of some of the many cultures that have ruled Greece over the centuries, including the Romans, the Byzantines, and the Ottomans.*

Reading Check
Sequence What groups have ruled Greece throughout history?

of the 1900s the nation experienced instability. A military dictatorship ruled from 1967 to 1974. After its decline, democracy once again took root in the country where it was born nearly 2,500 years ago.

Greece's Culture

Over the course of its history, many factors have combined to shape Greece's culture. These factors include the Greek language, Christianity, and customs adopted from the many groups who have ruled Greece.

Language and Religion The people of Greece today speak a form of the same language their ancestors spoke long ago. In fact, Greek is one of the oldest languages still spoken in Europe today. The language has changed greatly over time, but it was never lost.

Although the Greeks maintained their language, their ancient religions have long since disappeared. Today, nearly everyone in Greece belongs to the **Orthodox Church**, a branch of Christianity that dates to the Byzantine Empire. Religion is important to the Greeks, and holidays such as Easter are popular times for celebration.

Customs Greek customs reflect the country's long history and its physical geography. Greek food, for example, is influenced both by products native to Greece and by groups who have ruled Greece over time.

Ingredients such as lamb, olives, and vegetables are easily available in Greece because they grow well there. As a result, the Greeks use lots of these ingredients in their cooking. Greek cuisine was later enhanced with ideas borrowed from other people. From the Turks, the Greeks learned to cook with yogurt and honey, and from the Italians they learned about pasta.

Greek meals are often eaten at family gatherings. For centuries, family has been central to Greek culture. Even as Greece is becoming more modernized, the family has remained the cornerstone of society.

Reading Check
Summarize What are two dominant elements of Greek culture?



SPECIAL NEEDS STUDENTS

Discuss Traditions

1. Have students examine the image titled *Easter in Greece*. Then discuss the content, including the Analyze Visuals question. Ask students familiar with the Orthodox religion to offer additional information.
2. Encourage students to use what they know about religious festivals and feasts to help them understand unfamiliar traditions. If time permits, invite students to bring to class items related to such celebrations. Set aside 15 minutes for an informal show-and-tell.

3. Remind students that the family is the cornerstone of Greek society. Conclude by discussing how feasts help bind families together.

*Alternative Assessment Handbook, Rubric 29: Presentations

Teach the Main Idea

The Greek language, the Orthodox Church, and varied customs have helped shape Greece's culture.

Recall In what religion do most of the people in Greece believe? *the Orthodox Church*

Identify What is the cornerstone of Greek society? *the family*

Analyze How have Greece's history and its physical geography influenced its cuisine? *The Greeks rely on ingredients that grow well in their region, and they have borrowed recipe ideas from the Turks and the Italians.*

More About . . .

Connect to Literature: The Deities of Ancient Greece

In ancient Greece, people believed in many gods and goddesses. These deities had supernatural powers, and the people believed the gods and goddesses controlled their lives. The most important deity was Zeus, ruler of Mount Olympus. Other major deities included Aphrodite, Apollo, and Athena. Myths about the adventures of these gods and goddesses have been handed down for centuries and are still read today. References to them pervade our popular culture—in literature, television, movies, and advertising.

ONLINE INTERACTIVE VISUALS

Image with Hotspots: Easter in Greece

Have students explore the image of an Orthodox Easter celebration by using the interactive hotspots. You may wish to use the associated question as a discussion prompt.

Analyze Visuals What evidence in this photo suggests that Easter is a major celebration? *conducting a special Easter ritual, special robes*
In print edition, see image of same title.

READING CHECK

Sequence What groups have ruled Greece throughout history? *the Romans, Byzantines, and Ottoman Turks*

READING CHECK

Summarize What are two dominant elements of Greek culture? *Possible answers: Greek language, strong family ties, the Orthodox Church, Greek cuisine*

Teach the Main Idea

In Greece today, many people are looking for new economic opportunities.

Describe What is life like in Greece's rural mountain villages? *People are isolated. They grow crops and raise sheep and goats. They socialize in village squares.*

Cause and Effect What problem has resulted from the growth of industry in Athens? *air pollution, which damages the ancient ruins and people's health*

Summarize What is the state of Greece's economy? *It is not as strong as other European countries, but it is growing due to increased tourism.*

ONLINE INTERACTIVE MAPS

Greece: Population

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

Region Which area of Greece has the highest population density? *the area around Athens*

In print edition, see map of same title.

1. Place Which city in Greece has the highest population density? *Athens*

2. Human-Environment Interaction How might Greece's physical geography, including its Mediterranean climate, influence where people live? *Greece is most densely populated in coastal regions with access to water resources.*



ONLINE INTERACTIVE GRAPH

Greece's GDP

Have students explore the graph showing Greece's GDP from 1991 through 2015 and answer the associated question.

Interpret Graphs After what year did Greece's economy suffer a major downturn? *2009*

Greece Today

When many people think of Greece now, they think about the country's history. In fact, Greece's past often overshadows its present. Today, though, Greece is a largely urbanized society with a diverse economy.

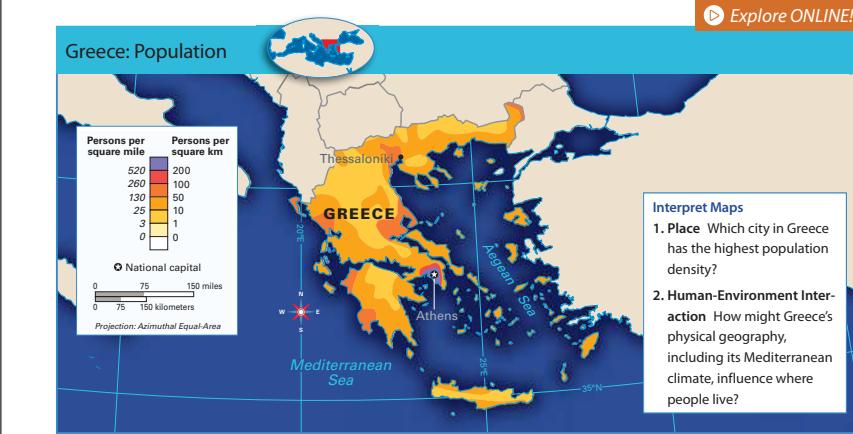
Urban and Rural Greece About three-fifths of all people in Greece today live in cities. Of these cities, **Athens**—the nation's capital—is by far the largest. In fact, almost one-third of the country's entire population lives in or around the city of Athens.

Athens is a huge city where old and new mix. Modern skyscrapers rise high above the ancient ruins of Greek temples. Most of the country's industry is centered there. However, this industry has resulted in air pollution, which damages the ancient ruins and causes health problems.

Outside of the city, Greek life is very different. People in rural areas still live largely as people have lived for centuries. Many live in isolated mountain villages, where they grow crops and raise sheep and goats. Village life often centers around the village square. People meet there to discuss local events and make decisions.

Greece's Economy One industry in which Greece excels is shipping. Greece has one of the largest shipping fleets in the world. Greek ships can be found in ports all around the world, loaded with cargo from countries in Europe and other parts of the world.

Another profitable industry in Greece is tourism. Millions of people from around the world visit every year. Some are drawn to ancient ruins in Athens and other parts of the country. Others prefer the sunny, sandy beaches of Greece's many islands. Despite the boost that tourism provides, Greece has in recent years experienced severe economic troubles.



476 Module 14

DRAW CONCLUSIONS

Greece's Population and Economy

1. Have students study the map titled *Greece: Population*. Draw attention to the key, and stress that the numbers in the key represent the average number of people who live within one square mile. Ask: What areas are the most populated? *areas near the coast* What areas are the least populated? *some of the small islands* What conclusion can you draw about some of the small islands? *They may not be very habitable.*

2. Tell students that Greece has more coastline than almost any other European country. Ask how this might affect the lives of the Greek people. *They would probably be good at navigating the sea,*

which is shown in the importance of their shipping industry. They would probably get much of their food from the sea.

3. Point out the peninsula of Peloponnese, which makes up the southern part of Greece. Ask: What do you think might be a disadvantage of living in Peloponnese? *Possible answer: virtually surrounded by water; limited ways of getting to the mainland, except by water* What do you think might be an advantage? *Possible answer: beautiful scenery and beaches, easy access to the ocean*

*Alternative Assessment Handbook, Rubric 12: Drawing Conclusions

For additional instruction, go to end of lesson.

In 2009 an international economic crisis exposed the Greek government's huge debt. To avoid bankruptcy, Greek leaders in 2012 agreed to accept billions of dollars in loans from the International Money Fund and the European Union. In addition, Greece's parliament approved government spending cuts, which led to violent protests.

Greece's gross domestic product (GDP) has steeply dropped. The GDP of a country is the market value of all final goods and services produced within that country during a given time period. It is a key indicator of economic growth. Greece's GDP in 2016 was 44 percent less than it was in 2008. This means that Greece's economic growth currently lags behind most other European nations.

A country's education system is another key factor in its economic success. Educated citizens are more likely to rise above poverty. Currently, Greece's education system ranks lower than other Southern European countries' systems.

Italy's History

Locate Italy on the political map at the beginning of this module. As you can see on the map, Italy is located on the Mediterranean Sea near Greece. For centuries, Italy was the heart of one of the largest and most powerful states the world has ever seen. Even after that state collapsed, Italy remained a major influence on Europe and other parts of the world.

Ancient Rome The great civilization that developed in Italy was Rome. Built in the 700s BC as a tiny village, Rome grew to control nearly all the land around the Mediterranean Sea. At the height of the Roman Empire, the Romans controlled a huge empire that stretched from Britain in the northwest to the Persian Gulf. It included most of Europe as well as parts of southwest Asia and northern Africa.

Roman influences in the world can still be seen today. The Romans' art, architecture, and literature are still admired. Their laws and political ideas have influenced the governments and legal systems of many countries. In addition, the Romans helped spread **Christianity**, a major world religion based on the life and teachings of Jesus of Nazareth.

The Renaissance The Roman Empire collapsed in the AD 400s, largely due to weak leadership and invasions from outside. With no central government to unite them, Italy's cities formed their own states. Each had its own laws, its own government, and its own army. Wars between them were common.

The head of the Christian church was the pope, a Roman Catholic. A long series of popes governed the Papal States, which occupied most of central Italy, from 754 to 1870. Popes were powerful political figures with much influence over Europe's monarchs.

As time passed, the cities of Italy became major centers of trade. Merchants from these cities traveled to far-off places like China to bring goods back to Europe.

Reading Check
Find Main Ideas What are the most important industries in Greece?

Teach the Main Idea

Italian history can be divided into three periods: ancient Rome, the Renaissance, and unified Italy.

Identify What aspects of ancient Roman life still influence us today? *art, architecture, literature, law, political ideas, and the spread of Christianity*

Interpret What helped make the beginning of the Renaissance possible? *Rich merchants encouraged and supported the creativity of artists.*

Cause and Effect What effect did the rise of nationalism have on Italians? *They fought for unification.*

READING CHECK

Find Main Ideas What are the most important industries in Greece? *tourism and shipping*

ADVANCED/GIFTED

Renaissance Art and Architecture

1. Have students conduct research on the Renaissance and choose one Italian Renaissance artist or architect.
2. Instruct students to conduct additional research to learn more about this person. Then have students prepare a poster that includes a short biography and examples of the artist's work. Posters should include maps showing where the person was born and where he or she worked. In addition, each student should include a brief statement on why the artist was important to the Renaissance.

3. Allow class time for students to share their posters, and post them in the classroom.

*Alternative Assessment Handbook, Rubric 28:
Posters

BIOGRAPHY

Giuseppe Garibaldi (1807–1882)

Have students read the biography of Giuseppe Garibaldi, who fought to unify Italy, and then answer the associated question.

Summarize Why did many Italians see Garibaldi as a folk hero? *He was determined never to surrender in his fight to unify Italy.*

Reading Check
Summarize What are some key periods in the history of Italy?

Many Italian merchants became very rich from this trade. With the money they made, these merchants sponsored artists and architects. Their support of the arts helped lead to the Renaissance, a period of great creativity in Europe. It lasted from about 1350 through the 1500s. During the Renaissance, artists and writers—many of them Italian—created some of the world's greatest works of art, architecture, and literature.

Unified Italy Italy remained divided into small states until the mid-1800s. At that time, a rise in nationalism, or strong patriotic feelings for a country, led people across Italy to fight for unification. As a result of their efforts, Italy became a unified kingdom in 1861.

In the 1920s a new government came to power. Under Benito Mussolini, Italy became a dictatorship. That dictatorship was short-lived, however. Mussolini joined Hitler to fight other countries of Europe in World War II. In 1945 Italy was defeated.

After World War II, Italy became a democracy. Since that time, power has rested in an elected parliament and prime minister. Also since the end of the war, Italy has developed one of the strongest economies in Europe.

► ONLINE INTERACTIVE MAPS

Italy in the Middle Ages, 1100–1200

Have students explore the map that shows how Italy was divided into small kingdoms during the Middle Ages and answer the associated question.

Location In which state was Florence located?
Tuscany

► ONLINE INTERACTIVE VISUALS

Image with Text Slider: Renaissance Italy

Have students explore the image by revealing additional information using the interactive slider. Students learn that the Renaissance centered around Florence and that the arts, sciences, mathematics, and astronomy flourished during this time.

—BIOGRAPHY—

Giuseppe Garibaldi (1807–1882)

Italy's fight for unification was led by Italian revolutionary Giuseppe Garibaldi. When young, he served as a sailor and became a merchant captain. Eventually, Garibaldi served in the navy of the kingdom of Piedmont-Sardinia. While in the navy, he became an Italian nationalist.

Garibaldi took part in a mutiny intended to start a revolution in Piedmont. The mutiny failed. Garibaldi escaped punishment by fleeing to South America. Fighting against a dictator in Uruguay, he became a famous military leader. Garibaldi became known as a rebel leader for hire, based on his military experience and his strong drive to fight for freedom.

In 1848 Garibaldi took his Italian legion back to Italy and continued fighting for independence, this time for Italy. His determination to never surrender became an inspiration to Italians. He became a popular folk hero in his country.

Garibaldi joined the fight for the unification of Italy. In 1860 he led 30,000 men in the largest battle of his career. This army successfully unified southern and northern Italy.

In his old age, Giuseppe Garibaldi became a pacifist, believing that wars seldom achieved their goals. He worked for women's emancipation, racial equality, labor rights, and the abolition of capital punishment.

Summarize
Why did many Italians see Garibaldi as a folk hero?



READING CHECK

Summarize What are some key periods in the history of Italy? *ancient Rome, the Renaissance, unified Italy*

478 Module 14

► ONLINE INTERACTIVE MAPS

Italian Unification

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

Region Which region did not become part of Sardinia before 1861? *Papal States*



► ONLINE INTERACTIVE CHARTS

Eras in Italian History

Have students use the interactive features to explore the different stages in Italy's history and answer the associated question.

Analyze Charts How did Italy change as the ancient period ended and the Middle Ages began? *Italy was no longer part of a huge empire, with a single ruler, and broke apart into small kingdoms.*

Ancient Rome

The Middle Ages

The Renaissance

Unification

Fascism and World War II

Italy's Culture

For centuries, people around the world have admired and borrowed from Italian culture. Italy's culture has been shaped by many factors. Among these factors are the Roman Catholic Church, local traditions, and regional geography.

Religion Most Italians belong to the Roman Catholic Church. Historically, **Catholicism**, the largest branch of Christianity, has been the single strongest influence on Italian culture and politics. This influence is strong in part because the **pope**, the spiritual head of the Roman Catholic Church, lives on the Italian Peninsula. He resides in **Vatican City**, an independent state located within the city of Rome. The pope heads Vatican City's government, as well as the Roman Catholic Church. After he is elected by church officials, the pope is the absolute ruler until his death, with only a few exceptions. This means that the religious traditions of Roman Catholicism have had a huge political and social impact on Vatican City, Italy, and the rest of Southern Europe for many centuries.

The lasting importance of the church can be seen in many ways in Italy. For example, the city of Rome alone is home to hundreds of Catholic churches from all periods of history. In addition, religious holidays and festivals are major events.

Local Traditions In addition to religion, local traditions have influenced Italian culture. Italian food, for example, varies widely from region to region. These variations are based on local preferences and products. All over Italy, people eat many of the same foods—olives, tomatoes, rice, pasta. However, the ways in which people prepare this food differ. In the south, for example, people often serve pasta with tomato sauces. In the north, creamy sauces are much more common.

Other traditions reflect Italy's past. For example, Italy has always been known as a center of the arts. The people of Italy have long been trendsetters, shaping styles that are later adopted by other people. As a result, the Italians are leaders in many **contemporary** art forms. For example, Italy has produced some of the world's greatest painters, sculptors, authors, composers, fashion designers, and filmmakers.

Italy Today

A shared language, the Roman Catholic Church, and strong family ties help bind Italians together. At the same time, though, major differences exist in the northern and southern parts of the country.

Italy, like other Southern European countries, has a high literacy rate. A literacy rate is the percentage of citizens who can read and write. The high literacy rate helps Italy make products that people want to buy, supporting the country's economy. A good economy helps people enjoy a high standard of living.

Southern Italy Southern Italy is the country's poorer half. Its economy has less industry than the north and depends heavily on agriculture. Farming

Academic Vocabulary
contemporary
modern

Reading Check
Find Main Ideas What are two major influences on Italian culture?

GEOGRAPHIC FEATURE

Religion in Italy

Invite students to explore the image by using the interactive hotspots. You may wish to use the associated question as a discussion prompt.

Analyze Sources Why do you think so many Roman Catholics choose to visit Vatican City?

Possible answer: Visiting Vatican City and its churches and hearing the words of the pope may help Catholics feel closer to God or more committed to their beliefs.

Teach the Main Idea

Religion and local traditions have helped shape Italy's culture.

Recall Give three reasons why religion is important in the lives of Italians. *Most Italians are Roman Catholic. The pope lives in the Italian Peninsula. Religious holidays and festivals are major events.*

Make Inferences How do local traditions affect Italy's cuisine? *Food preparation varies from region to region based on local preferences and products.*

Analyze Why has Italy always been known as a center of the arts? *It has a long history as an artistic trendsetter and has produced some of the world's great artists.*

More About . . .

Vatican City Vatican City has

- 200 residents and another 800 who come in daily to work.
- a radio station, a daily newspaper, a bank, a post office, and several stores.
- many museums that are open to the public and contain some of the greatest art treasures in the world.
- an army of 90 men, called the Swiss Guard, who protect the pope.

Teach the Main Idea

Italy today has two distinct economic regions—northern Italy and southern Italy.

Recall What is the Italian government doing to help industry grow in southern Italy? *It is offering incentives to private companies that build factories there.*

Make Inferences Why is the economy of northern Italy strong? *fertile farmlands, major industrial centers, popular tourist destinations*

Compare How are northern Italy and southern Italy similar? How are they different? *A shared religion and strong family ties are important to both. Both grow crops. Both encourage tourism.*

READING CHECK

Find Main Ideas What are two major influences on Italian culture? *Possible answers: Roman Catholic Church, cuisine based on local preferences, history of artistic trendsetting*



ONLINE INTERACTIVE VISUALS

Carousel: Major Cities of Italy

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.

In print edition, see visual of same title.

Analyze Visuals Which city would you most like to visit? *Answers will vary.*

ONLINE DOCUMENT-BASED INVESTIGATION

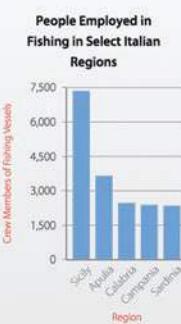
Sicily's Fishing Industry

Surrounded by water, the residents of Sicily have developed a thriving fishing industry. Students can explore the graph and photo to learn about the extent and nature of that industry.

Analyze Sources Why do you think fishing is a more significant industry in Sicily than in other parts of Italy? *As an island, Sicily is surrounded by water, which gives fishing fleets easy access to the sea. In addition, the lower rate of industrialization in the south, compared to other parts of Italy, limits other opportunities.*

Sicily's Fishing Industry

Fishing is a major industry in southern Italy, especially on the island of Sicily. In fact, Sicily has a larger fishing fleet and more people employed in fishing than any other region of Italy. Each year, Sicilian fishing boats harvest thousands of tons of fish and seafood, including anchovies, sardines, clams, octopuses, and many other species.



These Sicilian men are tending nets on their boat. Sicily's fishing fleet includes many small, personal craft like the ones in this photo.

Source: United Nations, Fisheries and Aquaculture Department, 2012.

Major Cities of Italy

Rome, Milan, and Naples are the three largest cities in Italy. Because of their varied histories and locations, each city has a distinct landscape and culture.



Milan Milan, the largest city in northern Italy, is a global fashion capital. The clothes created there influence fashion designers around the world.



Naples Naples is the most important city in southern Italy. Less glamorous than many northern cities, it is a port and manufacturing center.



Rome Rome, the capital of Italy, is in the central part of the country. A major center of banking and industry, Rome is also one of the world's most popular tourist sites.

Analyze Visuals

Which city would you most like to visit?

Academic Vocabulary

incentive something that leads people to follow a certain course of action

is especially important in **Sicily**, an island at the peninsula's tip. Tourism is also vital to the south's economy. Among the region's attractions are its dazzling beaches and ancient Roman ruins.

In recent decades, Italy's government has tried to promote industry in the south. It has offered **incentives**, such as lower taxes, to private companies that will build factories there. Many of these government efforts center on the city of **Naples**, a busy port and the largest city in southern Italy. Thanks to government programs, Naples is now also an industrial center.

480 Module 14

STRUGGLING READERS

Southern and Northern Italy

- Have students work with a partner to review the information about southern and northern Italy, including the feature on the major cities of Italy.
- Then instruct each pair to prepare a two-circle Venn diagram comparing and contrasting the two parts of the country.

- Have pairs share their work and tell whether they would prefer to live in the north or south. Ask students to explain their reasons.

*Alternative Assessment Handbook, Rubrics 9: Comparing and Contrasting; and 12: Drawing Conclusions

Northern Italy In contrast to southern Italy, the northern part of the country has a strong economy. The geographic factors responsible for the location of the region's economic activities include Italy's most fertile farmlands, its major trade centers, and its most popular tourist destinations.

For decades, the Po River valley has been called the breadbasket of Italy because most of the country's crops are grown there. Despite its fertile soils, farmers cannot grow enough to support Italy's population. Italy has had to import much of its food.

The north is also home to Italy's major industrial centers. Busy factories in such cities as Turin and Genoa make appliances, automobiles, and other goods for export. **Milan** is also a major industrial center as well as a worldwide center for fashion design. The location of these cities near central Europe helps companies sell their goods to foreign customers. Railroads, highways, and tunnels make the shipment of goods through the Alps easy.

Tens of millions of tourists visit the cities of northern Italy every year. They are drawn by the cities' rich histories and unique cultural features. Florence, for example, is a center of Italian art and culture. It was there that the Renaissance began in the 1300s. To the west of Florence is Pisa, famous for its Leaning Tower—the bell tower of the city's cathedral. On the coast of the Adriatic Sea lies the city of Venice. Tourists are lured there by the romantic canals that serve as roads through the city.

The Duomo is a cathedral in Florence, Italy. Its tall dome rises above the city. Construction on the cathedral started in the late 13th century. It took about two centuries to complete it.



Southern Europe 481

ONLINE INTERACTIVE TABLE

The Regions of Italy

Have students explore the table that contains information on the economic differences between the regions of Italy. Emphasize that the table illustrates the economic disparity between the north and the south.

ONLINE INTERACTIVE MAPS

Major Industries of Italy

Have students explore the map to learn about the major industries of Italy and answer the associated question.

Place In which city is Italy's defense industry based? *Rome*



ENGLISH LANGUAGE LEARNERS

Acquire Information

- To guide students' thinking about Greece and Italy, review the ways in which English speakers seek information.
- Remind students of the basic words that begin questions (e.g., *who*, *what*, *when*, *where*, *why*, *how*). Expand their information-seeking vocabulary by providing additional question starters from Bloom's Taxonomy (e.g., *summarize*, *apply*, *create*, *analyze*, *compare*).
- Provide students with three to five index cards, and ask them to write a question or information-seeking statement about the lesson on each card.

- Have students turn in their questions, then redistribute them. Ask students to write the answers to the questions they have received on the backs of the cards. Use the responses to guide a class discussion.

*Alternative Assessment Handbook, Rubrics 1: Acquiring Information; 11: Discussions; and 42: Writing to Inform

For additional instruction, go to end of lesson.



ONLINE INTERACTIVE VISUALS

Image Compare: Venice

Have students explore and compare the images using the interactive slider.

In print edition, see image of same title.

Contrast How is Venice unlike other cities you have studied? *Canals serve as roads through the city.*



Venice

Venice, in northeastern Italy, is one of the country's most visited tourist attractions. Look at the image of Venice here, taken by an orbiting satellite. Does it look like other cities you have seen? What may not be obvious is that the paths that wind their way through the city are not roads but canals. In fact, Venice has very few roads. This is because the city was built on islands—118 of them! People move about the city on boats that navigate along the canals. Every year, millions of tourists travel to Venice to see the sights as they are rowed along the scenic waterways.

Contrast

How is Venice unlike other cities you have studied?

Reading Check

Contrast How are northern and southern Italy different? *Northern Italy has a stronger economy, more industry, better farmlands, and more popular tourist destinations than southern Italy.*

Nestled in the center of the country is Italy's capital, **Rome**. With ties to both north and south, Rome does not fully belong to either region. From there, the country's leaders attempt to bring all the people of Italy together as one nation.

Summary and Preview In this lesson, you learned about Greece and Italy, countries with long and varied histories that still shape their cultures and economies today. Next you will study two other countries whose pasts still affect life there—Spain and Portugal.

Lesson 2 Assessment

Review Ideas, Terms, and Places

1. a. **Identify** What were two major achievements of the ancient Greeks? *Possible answers: created lifelike paintings and statues, invented new forms of writing, made advances in geometry*
- b. **Sequence** What steps did the Greeks take to gain their independence? *rebelled against Turks, overthrew dictatorship*
2. a. **Define** What is the Orthodox Church? *a branch of Christianity from Byzantine Empire*
- b. **Generalize** What is one way in which Greece's history affects its culture today? *Possible answers: speak same language as ancestors, food influenced by groups who ruled them, have strong sense of family*
3. a. **Describe** What is life like in Athens today? *crowded, filled with modern buildings and old ruins, heavily industrial, polluted*
- b. **Explain** Why is Greece's economic growth slower than most other European nations? *huge debt, government spending cuts*
4. a. **Describe** What was Renaissance Italy like? *It was a period of great advances in art, architecture, and literature. Great works of art were created. This creativity spread to other parts of Europe.*
- b. **Interpret** How did nationalism influence Italian history? *It inspired Italians to fight for unification.*
5. a. **Identify** What religion has had a major impact on Italian culture? *the Roman Catholic Church*
- b. **Explain** How have local traditions helped shape Italian culture? *Recipes vary from region to region, based on local preferences. Italy's reputation as a center for the arts makes it a worldwide trendsetter.*

6. a. **Recall** What is the main economic activity of southern Italy?
- b. **Contrast** How are the economies of Milan, Rome, and Naples different?

Critical Thinking

7. **Categorize** Draw a table like the one here. Ancient Greece and Rome made important contributions to the world today. Use the table to prioritize the importance and relevance of these contributions.

Prioritizing Contributions		
	Most Important/ Relevant	Least Important/ Relevant
Ancient Greece		
Ancient Rome		

482 Module 14

6. a. **Recall** What is the main economic activity of southern Italy? *agriculture*
- b. **Contrast** How are the economies of Milan, Rome, and Naples different?

Milan—major industrial and fashion center; Rome—major center of banking, industry, and tourism; Naples—a busy port

Critical Thinking

7. **Categorize** Draw a table with four rows and three columns. Ancient Greece and Rome made important contributions to the world today. Use the table to prioritize the importance and relevance of these contributions. *Answers will vary but should be supported with details from the text.*

► Online Assessment

1. Which group's rule did the Greeks revolt against to become an independent nation?

- the Turks
- the British
- the Romans
- the Egyptians

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

After Greece gained independence from Turkish rule, it became a(n) **monarchy** ▾.

2. How did the Byzantine Empire most influence present-day Greek culture?

- by promoting democracy
- by spreading religious beliefs
- by introducing written language
- by teaching agricultural practices

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

The Byzantine Empire greatly influenced **religion** ▾ in present-day Greece.

3. Why did many Greeks violently protest against their government in 2012?

- because of limits placed on tourism
- because of increases in government debt
- because of regulations placed on shipping
- because of decreases in government spending

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

To avoid bankruptcy, the Greek government accepted billions of dollars in loans from the International Monetary Fund and **made spending cuts** ▾ in 2012.

4. How did Italian merchants contribute to the Renaissance?

- by defying popes
- by writing literature
- by supporting artists
- by designing buildings

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

Wealthy merchants ▾ supported the arts, which helped lead to the Renaissance.

5. Why does the pope have a huge cultural influence on Italy?

- because he has a seat in the Italian parliament
- because most Italians belong to the Orthodox Church
- because he has headquarters in the largest Italian city
- because most Italians belong to the Roman Catholic Church

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

Historically, Catholicism, the largest branch of Christianity, has been the single strongest influence on **Italian** ▾ culture and politics.

6. How is the economy of northern Italy different from the economy of southern Italy?

- It is much weaker.
- It is much stronger.
- It depends more on tourism.
- It depends less on manufacturing.

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

In contrast to southern Italy, the northern part of the country has a(n) **strong** ▾ economy.

7. **Summarize** Why has Greece been called the birthplace of Western culture?

The Greeks developed many of the features of Western culture, including theater, philosophy, and democracy. They also created works of art and literature that continue to inspire Western artists and writers.

8. **Cause and Effect** How have other cultures influenced the foods that present-day Greeks eat? Describe two ways.

The Greeks adopted the use of yogurt and honey in cooking from the Turks. From the Italians, the Greeks adopted the use of pasta.

9. **Make Inferences** How could the Greek government attempt to reduce poverty in the nation?

Greece's education system is currently ranked lower than other Southern European countries' systems, and this hinders the ability of Greeks to improve their economic position. By investing in the nation's education system, the Greek government could promote economic success, thus reducing poverty.

10. **Cause and Effect** How did the outcome of World War II affect the Italian government?

Italy, which was led by the dictator Benito Mussolini, joined Hitler to fight other countries during World War II. After Germany and Italy were defeated in 1945, it became a democracy, which it has remained since that time.

11. **Make Generalizations** How do the foods eaten by Italians vary from region to region?

Although people in every region eat many of the same foods, such as olives, tomatoes, and pasta, the ways in which these foods are prepared differ by regions. For example, in the north, people eat pasta with creamy sauces, while in the south, pasta is often served with tomato sauces.

12. **Summarize** How does Rome help to bring northern and southern Italians together as one nation?

Because Rome is located in the center of Italy, it has ties to both the north and the south. As the country's capital, it is where government leaders attempt to make laws and policies that bring all Italians together.

ADDITIONAL INSTRUCTIONAL MATERIALS

continued from page 476

More About . . .

Rural Exodus In recent years, more and more people have moved from the rural mountain regions of Greece to the cities, leaving small farms abandoned. The most successful farms today are located in the plains. Many Greeks who have moved to the cities maintain strong ties to the villages they came from, and some still own homes in those villages.

continued from page 478

ANALYZE HISTORICAL SOURCES

Giuseppe Garibaldi

1. Tell students that on August 6, 1863, Giuseppe Garibaldi wrote a letter to President Abraham Lincoln praising him for issuing the Emancipation Proclamation, which freed the slaves in the Confederate states. Provide students with a copy of the letter, which can be obtained on the Internet.
2. Instruct students to carefully read the letter. Have students write a paragraph in which they summarize the letter.
3. As a group, discuss the letter. Pose questions such as: Why does Garibaldi say that the United States "taught liberty to our forefathers"? *The United States set an example for the creation of democracies.* What does this letter tell you about Garibaldi's beliefs? *Possible answer: He believed all people should be free.*
4. Place timelines so the entire class can view them.

*Alternative Assessment Handbook, Rubric 12: Drawing Conclusions

SEQUENCE

Creating a Timeline of Italian History

1. Have students work individually to create timelines of Italian history from 700 BC to AD 1861. Students should conduct research to obtain additional information to add to their timelines. In particular, the timelines should contain information on Giuseppe Garibaldi and his role in Italy's fight for unification.
2. Instruct students to illustrate their timelines, clearly label their components, and give them a meaningful title.
3. Place timelines so the entire class can view them.

*Alternative Assessment Handbook, Rubric 36: Time Lines

continued from page 479

More About . . .

Venice under Siege Twenty million tourists visit Venice every year. They represent just one of the reasons why Venice is in a constant battle to preserve itself. Other more important problems include a declining population, water pollution, air pollution, flooding, and sinking foundations. Many buildings are literally sinking in the water. Conservationists have been wrestling with these problems for years and are still searching for a permanent solution to Venice's predicament.

TIERED ACTIVITY

Religious Festivals

Below Level

- Organize the class into small groups. Assign each student a popular Greek Orthodox festival, such as the festivals associated with Epiphany, the Assumption, and St. George.
- Have students create a multimedia presentation discussing their assigned festival and its purpose.
- Encourage students to make their presentations colorful and to add appropriate graphics.

At Level—Going beyond the Below Level activity:

- Tell students they are in charge of planning for their assigned festival.
- Have students add to their multimedia presentation by adding information on what kinds of activities, foods, and so forth they would have at their festival.

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

- Tell students that their church is considering greatly reducing the size of their festival.
- Instruct students to write a letter to their church leaders emphasizing the importance of the festival and encouraging them to not reduce the festival's size. In the letter, students should provide specific reasons the festival is important to both the church community and to the individual families within the church.

*Alternative Assessment Handbook, Rubrics 1: Acquiring Information; 22: Multimedia Presentations; and 25: Personal Letters

continued from page 481

ANALYZE INFORMATION

Compare Governments

1. Have the class divide into small groups to conduct research about the different forms of government in Greece, Italy, and a third European country of their choice.
2. Instruct students to use print media, electronic media, and community resources to learn about the types of government each country has had in place—past and present.
3. Each group should analyze the information and create a visual summary of their findings in which they compare the three forms of government.
4. Students should present their analysis of the three governments to the class.

*Alternative Assessment Handbook, Rubrics 9: Comparing and Contrasting; 24: Oral Presentations; and 30: Research



Spain and Portugal



► Online Lesson 3 Enrichment Activities

Pilgrimage Sites in Southern Europe

Article Students read about sites throughout Southern Europe that are considered sacred by Christian pilgrims and then create maps of the most popular pilgrimage sites.



The Siesta

Article Students read about the Spanish tradition of the afternoon break called the siesta. Then they consider how their own schedules would be different if they adopted the custom.

The Alhambra

Article Students read about the famous Moorish palace complex known as the Alhambra. Then they search online for photos of the complex and use them to write entries for a travel guide.

Spain and Portugal

The Big Idea

Spain and Portugal have rich cultures, stable governments, and struggling economies.

Main Ideas

- Over the centuries, Spain and Portugal have been part of many large and powerful empires.
- The cultures of Spain and Portugal reflect their long histories.
- Having been both rich and poor in the past, Spain and Portugal today have struggling economies.

Key Terms and Places

Iberia
parliamentary monarchy
Madrid
Barcelona
Lisbon

If YOU lived there ...

You have just moved to southern Spain from a town in the far north. You cannot help noticing that many of the buildings here look different from those in your hometown. Many of the buildings here have rounded arches over the doorways and tall towers in front of them. In addition, some are decorated with ornate tiles.

Why do you think the buildings look different?

History

Locate Spain and Portugal on the physical map in Lesson 1. As you can see, the two countries share the Iberian Peninsula, or **Iberia**, the westernmost peninsula in Europe. Although the two are different in many ways, they share a common history.

Across the centuries, several powerful empires controlled all or part of the Iberian Peninsula. By 700 BC the Phoenicians, from the eastern Mediterranean, had colonized coastal areas of what is now Spain. After the Phoenicians came the Greeks. A few centuries later, all of Iberia became part of the Roman Empire.

After the Roman Empire fell apart, Iberia was invaded by the Moors, a group of Muslims from North Africa. For about 600

years, much of the Iberian Peninsula was under Muslim rule.

By the end of the 1400s, however, the Muslims were driven out of Iberia. The rulers of the Christian kingdoms of Spain and Portugal banded together to force non-Christians to leave Iberia. Those who refused to leave were made to convert or face severe punishments.



Moorish structures, such as this tower outside of Lisbon, Portugal, can still be seen all over Iberia.

Southern Europe 483

Teach the Big Idea

1. Whole Class Open/Introduction

If **YOU** lived there ...

Why do you think the buildings look different?

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 influences on SOUTHERN Spain:

- Muslim influence was greater in southern Spain.
- Many buildings reflect traditional Muslim design elements.

Consider influences on NORTHERN Spain:

- Christian influence was greater in northern Spain.
- Many buildings reflect classical or medieval European styles.

2. Direct Teach

Ask students what they think people expect from government. Students may say that people want their governments to be stable, to allow people to have a say in how they are governed, and create an economy that allows individuals to live comfortably.

3. Practice/Assess/Inquire

Allow time for students to take notes about Spain and Portugal. To help them find information, ask these questions: How are the two countries similar? How do they differ?

4. Explore (Collaborative Exploration)

As a class, discuss the notes that students have taken. Point out that although there are major differences between the two countries, they have many things in common.

5. Whole Group Close/Reflect

Ask students to review their notes to find one fact, that interests them. Have them write a short paragraph explaining why this fact interests them.

*Alternative Assessment Handbook, Rubrics 9: Comparing and Contrasting; and 42: Writing to Inform

ONLINE GRAPHIC ORGANIZER

Spain and Portugal

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 questions:

Compare and Contrast How are Spain and Portugal similar? How are they different? *Similarities: largely the same historical heritage, same religion, similar economies; Differences: different languages, different governments*

ONLINE DOCUMENT-BASED INVESTIGATION

Southern Europe

Spanish Food is the third of three document-based investigations in Southern Europe. Many elements of Spanish culture are shaped by its location on the sea. Students will examine the photograph and consider how Spain's location has affected the kinds of foods Spaniards eat.

Teach the Main Idea

Over the centuries, Spain and Portugal have been part of many large and powerful empires.

Identify What foreign powers have ruled all or part of Iberia? *Phoenicians, Greeks, Romans, and Moors*

Recall What empires did Spain and Portugal build? *They colonized territories in the Americas, Africa, and Asia.*

Cause and Effect What caused their empires to break up? *Most of their colonies rebelled and became independent.*

Teach the Main Idea

The cultures of Spain and Portugal reflect their long histories.

Recall In what ways are the cultures of Spain and Portugal similar to those of other Southern European countries? *They use the same ingredients in their cuisine. They share the same religion with Italy.*

Evaluate Why do you think some Basques want to break away from Spain? *because of their different language and customs*

► ONLINE INTERACTIVE MAPS

The Reconquista, 1000–1300

Have students explore the map and answer the associated question.

Place In what year did the Christians capture Lisbon? *1147*

► ONLINE INTERACTIVE MAPS

Spain and Portugal: Languages

Have students explore the map and answer the associated questions.

Place What language is spoken in the city of Barcelona? *Catalan*

In print edition, see map of same title.

1. Place Which language is spoken in Barcelona? *Catalan*

2. Place Based on this map, which country do you think has a more unified culture? Why? *Portugal; it has a single language.*



Reading Check

Summarize
What empires have ruled Spain and Portugal?

Spain and Portugal went on to build large empires that spanned the oceans. Both countries ruled huge territories in the Americas as well as smaller areas in Africa and Asia. These territories made the two kingdoms rich and powerful until most of their colonies broke away and became independent in the 1800s and 1900s.

Culture

In some ways, the cultures of Spain and Portugal are like those of other Southern European countries. For example, the Spanish, Portuguese, Greeks, and Italians all cook with many of the same ingredients. The Catholic Church is very influential in Italy as well as Spain and Portugal. In other ways, Iberian cultures are unique.

Language The most spoken languages in Iberia are, of course, Spanish and Portuguese. Various dialects of these languages are spoken in different parts of the peninsula. In addition, other languages are also spoken by many people in Iberia. The Catalan language of eastern Spain is similar to Spanish. Galician, which is spoken in northwest Spain, is more closely related to Portuguese.

In addition, the Basque (BASK) people of the Pyrenees have their own language, which is not related to either Spanish or Portuguese. The Basques also have their own customs and traditions, unlike those of the rest of Spain. As a result, many Basques have long wanted to form their own independent country.

Religion Most people in both Spain and Portugal are Roman Catholic. People in both countries celebrate Christian holidays like Christmas and Easter. In addition, many towns hold fiestas, or festivals, in honor of their patron saints. At these festivals, people may gather to dance or to watch a bullfight.

484 Module 14

COLLABORATIVE LEARNING

Spanish Architecture

1. Remind students that Muslims ruled Spain for about 600 years, after which it became a Christian kingdom. Then organize the class into groups of three or four, and have each group choose one of Spain's famous Moorish buildings or Christian cathedrals. (Alternately, you may wish to assign a building to each group.)

2. Tell students that they have summer jobs as tour guides for their structures. Students should divide up the task of presenting the tour among their group members. For example, one member

may talk about how the building was constructed, another its architecture, and a third how the building is used today.

3. Students should conduct research to obtain information about their building. Each student should then write a script for his or her part of the tour and prepare a slide show that contains appropriate images.
4. Have students present their tours to the class.

*Alternative Assessment Handbook, Rubrics 22: Multimedia Presentations; and 24: Oral Presentations

► ONLINE DOCUMENT-BASED INVESTIGATION

Spanish Food

Many elements of Spanish culture are shaped by the sea. Students can examine the photograph to consider how Spain's location affects its cuisine.

Analyze Sources How has its location on the Mediterranean affected Spain's traditional cuisine? *Possible answer: People use seafood and other easily accessible ingredients to create dishes.*

READING CHECK

Summarize What empires have ruled Spain and Portugal? *Phoenician, Greek, Roman, Moorish*

Reading Check
Compare
What is one culture element that Spain and Portugal share?

Music and Art Music and art have been central to Iberian culture for centuries. The Portuguese are famous for sad folk songs called fados. The Spanish are known for a style of song and dance called flamenco.

Many elements of Iberia's art and architecture reflect its Muslim past. Many buildings in the peninsula have elements of Muslim design, such as round arches and elaborate tilework.

Spain and Portugal Today

Compared to most other countries in Western Europe, Spain's and Portugal's economies are struggling. Their economic problems were caused by recent hardships and by past events.

Challenge of the Past Spain and Portugal were once Europe's richest countries. Their wealth came from gold and silver found in their colonies. When other countries in Europe began to build industrial economies, Spain and Portugal continued to rely on gold from their colonies. As those colonies became independent, that source of income was lost. As a result, Spain and Portugal were late in developing manufacturing.

All Southern European countries are now members of the European Union (EU). The EU is an organization formed to increase economic and political cooperation among its members. One of the EU's actions was to get rid of trade barriers. This action supported the expansion of global markets. By joining the EU, Spain and Portugal aimed to increase their trade and improve their economies. However, Spain and Portugal are still poorer than other countries in Western Europe. Despite recent economic growth and vibrant industries such as tourism, their economies are struggling.

Focus on Culture

Flamenco

Complex guitar rhythms, a heavy beat, and whirling dancers—these are all part of the traditional Spanish art form known as flamenco. The word *flamenco* refers both to a style of music and a style of dance. The most important instrument in the music is the guitar, which was itself a Spanish invention. Most of the time, the guitar is accompanied by other musical instruments and by singers.

When most people think of flamenco, however, they picture dancers. Flamenco dancers perform alone, in pairs, or in large groups. They wear brightly colored costumes as they perform complex steps. It is not unusual for dancers to clap their hands or snap their fingers to the beat or to play castanets as they dance. Castanets are small, hinged wooden instruments. The dancers clap the castanets together to make a clicking noise.

Find Main Ideas

What are the major elements of flamenco music and dancing?



Southern Europe 485

LINK TO MUSIC

Flamenco and Fado

- Find recordings of Portuguese fado songs and Spanish flamenco music.
- Play the recordings for the class. As students listen to the music, ask them to think about the mood that is evoked in each song and the feelings that are expressed by the musicians.
- Ask students to discuss their impressions of these two art forms. What does the music reveal about the people of Spain and Portugal?

- If time permits, ask volunteers to do more research on one of these traditions and present what they learn to the class.
- Expand the discussion by asking students to talk about musical traditions in the United States. What type of music best reflects our culture? Encourage a lively debate.

*Alternative Assessment Handbook, Rubrics 11: Discussions; and 18: Listening

Teach the Main Idea

Having been both rich and poor in the past, Spain and Portugal today have struggling economies.

Explain What happened to the economies of Spain and Portugal when their colonies became independent? *Both countries became poor because they had relied on gold from their colonies instead of developing industry.*

Analyze Which country's government is most similar to the one in the United States? *Portugal, because it is a republic, where the leaders are elected by the people*

More About . . .

Connect to Today: The Cork Industry The Iberian Peninsula produces most of the world's cork. It is harvested from the cork oak tree. To harvest cork, workers strip the bark from the lower part of a tree's trunk. They boil the strips and scrape off the tough outer portion. The strips are dried and then packed for shipping to factories. Ground cork is pressed into boards to be used for insulation. Powdered cork is used in the making of linoleum. Cork is also used to make bottle stoppers.

GEOGRAPHIC FEATURE

Flamenco

Have students read the Geographic Feature feature about the Spanish art form known as flamenco. Flamenco music has a strong beat and complex guitar rhythms. Then ask students the associated question.

Analyze Visuals What are the major elements of flamenco music and dancing? *complex guitar rhythms, heavy beat, whirling dancers, singers, colorful costumes, clapping, snapping fingers, castanets*

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

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: **Iberia, parliamentary monarchy, Madrid, Barcelona, Lisbon.**

READING CHECK

Compare What is one culture element that Spain and Portugal share? *Possible answers: Roman Catholic religion, festivals for patron saints, Muslim-inspired art and architecture*



ONLINE INTERACTIVE GAME

Drag and Drop: Spain and Portugal

Have students play the game to test their knowledge of the cultures of Spain and Portugal by placing items in the correct category.



Spanish culture blends old and new ideas. Here, modern vehicles drive by historic buildings in Barcelona.

READING CHECK

Contrast How are Spain's and Portugal's governments different? *Spain has a parliamentary monarchy—a king rules with the help of an elected parliament. Portugal is a republic—its leaders are elected.*

Print Assessment

Review Ideas, Terms, and Places

1. a. **Recall** What is Iberia? What two countries are located there? *a peninsula in Southern Europe; Spain and Portugal*
b. **Sequence** What people have ruled Iberia, and in what order did they rule it? *Phoenicians, then Greeks, then Romans, then Moors*
2. a. **Identify** What is the most common religion in Spain and Portugal? *Roman Catholicism*
b. **Generalize** How is Spain's history reflected in its architecture? *Many buildings have Muslim-influenced designs, including round arches and elaborate tile work.*
c. **Elaborate** Why do you think many Basques want to become independent from Spain? *They have their own language and customs. They don't feel like a part of Spain.*
3. a. **Identify** What are two crops grown in Portugal? *grapes and cork*
b. **Analyze** What is Spain's government like? *A king rules with the help of an elected parliament.*

Critical Thinking

4. **Categorize** Using your notes, draw a diagram to record information about the cultures and economies of Spain and Portugal. *Students' diagrams will vary but should accurately reflect information from the lesson.*

Reading Check

Contrast
How are Spain's and Portugal's governments different?

Spain Today The people of Spain have kept many aspects of their history alive. For example, Spain is still governed by a king, a descendant of the kings who ruled the country long ago. Unlike in the past, however, Spain today is a **parliamentary monarchy**, which means that the king shares power with an elected parliament and a prime minister.

In other ways, Spain has become a more modern country. Agriculture was once the major economic activity, but factories now create automobiles and other high-tech products. Cities such as **Madrid**—the capital—and **Barcelona** are centers of industry, tourism, and culture.

Portugal Today Unlike Spain, Portugal is not a monarchy. It is a republic with elected leaders. As in Spain, the economy is based largely on industries centered in large cities, especially **Lisbon**. In many rural areas, though, people depend on agriculture. Farmers there grow many crops but are most famous for grapes and cork. Farmers harvest cork from the bark of a particular type of oak tree. Once it is dried, the cork is used to make bottle stoppers and other products.

Summary In this lesson, you have learned about the countries of Spain and Portugal in Southern Europe. You have explored their rich cultures, stable governments, and struggling economies.

Lesson 3 Assessment

Review Ideas, Terms, and Places

1. a. **Recall** What is Iberia? What two countries are located there?
b. **Sequence** What people have ruled Iberia, and in what order did they rule it?
2. a. **Identify** What is the most common religion in Spain and Portugal?
b. **Generalize** How is Spain's history reflected in its architecture?
c. **Elaborate** Why do you think many Basques want to become independent from Spain?

3. a. **Identify** What are two crops grown in Portugal?
b. **Analyze** What is Spain's government like?

Critical Thinking

4. **Categorizing** Draw a table like the one here. Using your notes, record information about the cultures and economies of Spain and Portugal.

	Spain	Portugal
Culture		
Economy		

► Online Assessment

1. Drag the groups that controlled all or part of the Iberian Peninsula into chronological order from top to bottom.

the Phoenicians
the Greeks
the Romans
the Moors

Alternate Question Which group was driven out of Iberia by the end of the 1400s?

- the Moors
 the Greeks
 the Romans
 the Phoenicians

2. Which part of present-day Iberia's culture most reflects its Muslim past?

- architecture
 food
 language
 religion

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

Many elements of Iberia's art and architecture reflect its

Muslim ▼ past.

3. How did Spain and Portugal's colonial past affect their economic development?

- It made them late in developing tourism.
 It made them late in supporting free trade.
 It made them late in supporting agriculture.
 It made them late in developing manufacturing.

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

When other countries in Europe began to build industrial ▼ economies, Spain and Portugal continued to rely on gold from the Americas.

4. **Summarize** Why did Spain and Portugal lose wealth and power in the 1800s and 1900s?

Both kingdoms became rich and powerful by ruling large territories in the Americas, as well as smaller areas in Africa and Asia. When most of their colonies broke away and became independent in the 1800s and 1900s, the kingdoms lost wealth and power.

5. **Analyze Issues** Why have many Basques long wanted to form their own independent country?

Although the Basque people of the Pyrenees live in Spain, they have their own language, customs, and traditions. This distinctive culture has led many Basques to want to form their own country.

6. **Compare and Contrast** How are the governments of Spain and Portugal similar and different? Describe one similarity and one difference.

Both Spain and Portugal have elected leaders. However, because Spain is a parliamentary monarchy, the elected leaders of Spain share power with the king. No such power-sharing happens in Portugal, which is a republic.

ADDITIONAL INSTRUCTIONAL MATERIALS

continued from page 483

More About . . .

Moorish Architecture The Moors, who were from North Africa, invaded the Iberian Peninsula in the 700s. They brought with them their own distinctive architecture. The Moors were Muslims, and Islam teaches that animals and people should not be depicted in religious art. Therefore, Moorish artwork often focuses on calligraphy or geometric designs. The Great Mosque at Córdoba is an example of Moorish architecture. It features a huge dome with ribs that cross over one another. It also includes a hall filled with 850 pillars. As with much of Moorish architecture, the repetitive nature of the hall's design magnifies its beauty and grandeur.

continued from page 484

ENGLISH LANGUAGE LEARNERS

Discussion about Language

1. To help students gain an understanding of the languages spoken in Spain and Portugal and the impact of language on culture, draw their attention to the language map. As you name each of the five languages, have students locate on the map the region in which it is spoken.
2. Begin a class discussion using the following guiding questions: Where is Galician spoken? What language do the residents of Bilbao speak? Why might speaking a different language contribute to the Basques' desire to break away from Spain? You may also pose the questions in the Interpret Maps box.
3. Discuss language differences. Ask students to comment on the advantages and disadvantages of speaking a minority language. How can the advantages be used for a group's benefit, and how can the disadvantages be overcome?

*Alternative Assessment Handbook, Rubrics 11: Discussions; and 21: Map Reading

STRUGGLING READERS

History Timeline

1. Direct students to reread the text concerning the history of Spain and Portugal, or read it aloud to the class.
2. Have students take note of the dates and different groups that colonized and ruled the Iberian Peninsula. Instruct students to use their notes and the text to create a timeline that extends from 700 BC to AD 1400.
3. As an extension, encourage students to illustrate their timelines.

*Alternative Assessment Handbook, Rubric 36: Timelines

Social Studies Skills

Read a Climate Map

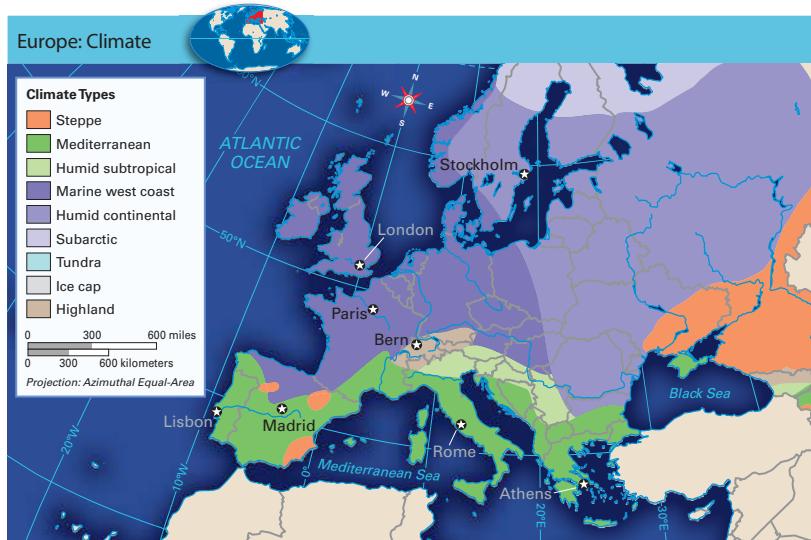
Define the Skill

Geographers use many different types of maps to study a region. One type that can be very useful is a climate map. Because climate affects so many aspects of people's lives, it is important to know which climates are found in a region.

Learn the Skill

Use the climate map of Europe below to answer the following questions.

1. What does orange mean on this map?
2. What city has a highland climate?
3. What is the dominant climate in the countries of Southern Europe?



Southern Europe 487

Practice the Skill

Choose one of the cities shown on the map below. Imagine that you are planning a trip to that city and need to know what the climate is like so you can prepare. Use the map to identify the type of climate found in your chosen city. Then use the library or the Internet to find out more about that type of climate. Write a short description of the climate and how you could prepare for it.

Social Studies Skills

Read a Climate Map

Read a U.S. Climate Map

Materials: U.S. climate map, U.S. political map

1. Tell students they are going to use information from a climate map to describe the climates of various locations in the United States.
2. Distribute copies of a U.S. climate map. As a class, locate your local community (the general area) and have students identify its type of climate. Ask volunteers to offer examples of weather patterns that illustrate this type of climate.
3. Have students work in pairs. Choose four major cities, and assign each pair one of these cities. (If major cities are not shown on the climate map, supply students with a political map as well.)
4. Ask each pair to brainstorm what they already know about the climate of the city they have been assigned. Then have them compare their ideas to the description in the map key.
5. As a class, review the climates of the four cities. Discuss how students' ideas compared to the descriptions in the map key.

Answers

Learn the Skill

Use the climate map of Europe to answer the following questions.

1. What does orange mean on this map? *steppe*
2. What city has a highland climate? *Bern*
3. What is the dominant climate in the countries of Southern Europe? *Mediterranean*

Practice the Skill

Choose one of the cities shown on the map. Imagine that you are planning a trip to that city and need to know what the climate is like so you can prepare. Use the map to identify the type of climate found in your chosen city. Then use the library or the Internet to find out more about that type of climate. Write a short description of the climate and how you could prepare for it. *Students should offer trip preparation details that are appropriate to the climate they have selected.*

Print Assessment

Review Vocabulary, Terms, and Places

Fill in the blanks with the correct term or location from this module.

1. The climate found in most of Southern Europe is the _____.
Mediterranean climate
2. The _____ is the head of the Roman Catholic Church.
pope
3. The highest mountains in Europe are the _____.
Alps
4. _____ is the capital of Greece.
Athens
5. A _____ is a government in which a king rules with the help of an elected body.
parliamentary monarchy
6. Italy's capital, _____, was the birthplace of an ancient civilization.
Rome
7. _____ is an independent state located within the city of Rome.
Vatican City
8. Spain and Portugal are located on a peninsula known as _____.
Iberia

Comprehension and Critical Thinking

LESSON 1

9. a. **Describe** What are two physical features that all the countries of Southern Europe have in common?
rugged mountains, coastal plains
- b. **Draw Conclusions** Why has Southern Europe's climate been called its most valuable resource? *Its hot summers support agriculture and attract tourists.*
- c. **Predict** How would daily life in Southern Europe be different if it were not a coastal region? *There would be no fishing industry, no ports, and no sea transportation.*

LESSON 2

10. a. **Identify** What is the largest city in Greece? How would you describe the city? *Athens; modern skyscrapers, old ruins, heavily populated, industry, air pollution*
- b. **Generalize** How has Greece's economy changed in the last decade? What is largely responsible for this change? *Greece's economy was steadily growing until a 2009 economic crisis caused the government to go into major debt.*
- c. **Elaborate** How does Greek history still affect the country today? *People speak the same language and eat foods influenced by their past; religion and family remain important parts of life.*
- d. **Identify** Study the Greece: Population map and the Social Studies Skills page. What geographic factors do you think are responsible for the location of economic activities and high populations in Greece? Explain. *The Mediterranean climate, along with the coast, allows for successful economic activities such as agriculture, fishing, and shipping. That's why most Greeks live in coastal areas.*

Module 14 Assessment

Review Vocabulary, Terms, and Places

Fill in the blanks with the correct term or location from this module.

1. The climate found in most of Southern Europe is the _____.
2. The _____ is the head of the Roman Catholic Church.
3. The highest mountains in Europe are the _____.
4. _____ is the capital of Greece.
5. A _____ is a government in which a king rules with the help of an elected body.
6. Italy's capital, _____, was the birthplace of an ancient civilization.
7. _____ is an independent state located within the city of Rome.
8. Spain and Portugal are located on a peninsula known as _____.

Comprehension and Critical Thinking

Lesson 1

9. a. **Describe** What are two physical features that all the countries of Southern Europe have in common?
b. **Draw Conclusions** Why has Southern Europe's climate been called its most valuable resource?
c. **Predict** How would daily life in Southern Europe be different if it were not a coastal region?
10. a. **Identify** What is the largest city in Greece? How would you describe the city?
b. **Generalize** How has Greece's economy changed in the last decade? What is largely responsible for this change?
c. **Elaborate** How does Greek history still affect the country today?
d. **Identify** Study the Greece: Population map and the Social Studies Skills page. What geographic factors do you think are responsible for the location of economic activities and high populations in Greece? Explain.

11. a. **Recall** Which region of Italy has the stronger economy? Why?
b. **Sequence** What periods followed the Roman Empire in Italy? What happened during those periods?
c. **Elaborate** What are some ways in which the Italians have influenced world culture?

Lesson 3

12. a. **Identify** Who are the Basques?
b. **Compare and Contrast** How are Spain and Portugal alike? How are they different?
c. **Elaborate** How do you think Iberia's history makes it different from other places in Europe?

488 Module 14



ONLINE DOCUMENT-BASED INVESTIGATION

Southern Europe

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 two 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 For centuries, the people of Southern Europe have looked to the sea for many of their needs. Even today, the sea is considered one of the region's most valuable resources. Write an explanatory essay in which you describe the role of the sea in Southern European culture. Be sure to cite specific evidence from at least two sources in your response.

Module 14 Assessment, continued

Reading Skills

Ask Questions Read the passage below. After you read it, answer the questions below to be sure you have understood what you read.

Spain is a democracy, but it has not always been. From 1939 to 1975, a dictator named Francisco Franco ruled the country. He came to power as a result of a bloody civil war and was unpopular with the Spanish people.

13. Who is this paragraph about?
14. What did the people in this passage do?
15. When did the events described take place?
16. Where did the events described take place?
17. Why did the events happen?

Social Studies Skills

Read a Climate Map Use the climate map from the Social Studies Skills lesson of this module to answer the following questions.

18. What type of climate does London have?
19. What climate is found only in the far north?
20. Where in Europe would you find a humid subtropical climate?

Map Activity

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

Mediterranean Sea	Lisbon, Portugal
Athens, Greece	Po River
Sicily	Rome, Italy
Spain	Aegean Sea



Focus on Writing

22. **Write a News Report** Select a topic for a news report. Create a plan for your report by answering these questions: What is the scene or setting of the event? Who is there? Why is it important enough to include in the news? What happened? Start your news report with a dateline—your location and today's date. Begin your first paragraph with an interesting observation or detail. Explain the event in two or three short paragraphs. Close with an important piece of information or interesting detail.

11. a. **Recall** Which region of Italy has the stronger economy? Why? *northern Italy; fertile farmlands, major industrial centers, popular tourist destinations*
- b. **Sequence** What periods followed the Roman Empire in Italy? What happened during those periods? *the Renaissance period, a unified Italy; The country divided into city-states and fighting broke out among them; these cities became major centers of trade.*
- c. **Elaborate** What are some ways in which the Italians have influenced world culture? *Italy produced great works of art that are still appreciated today. It was the birthplace of Christianity. It sets trends in art and fashion. Roman art, architecture, law, and philosophy still influence world culture.*

LESSON 3

12. a. **Identify** Who are the Basques? *a cultural group in northern Spain with a separate language and unique customs*
- b. **Compare and Contrast** How are Spain and Portugal alike? How are they different? *Alike—common history, religion, rapidly growing economies; Different—Spain has diverse languages, more dependence on industry, flamenco music, parliamentary monarchy; Portugal has unified language, less industry but more agriculture, fado songs, a republic*
- c. **Elaborate** How do you think Iberia's history makes it different from other places in Europe? *Possible answer: The Moors invaded from North Africa and brought Muslim influences with them.*

Reading Skills

Ask Questions Read the passage below. After you read it, answer the questions below to be sure you have understood what you read.

Spain is a democracy, but it has not always been. From 1939 to 1975, a dictator named Francisco Franco ruled the country. He came to power as a result of a bloody civil war and was unpopular with the Spanish people.

13. Who is this paragraph about? *Francisco Franco*
14. What did the people in this passage do? *Franco ruled Spain as a dictator. The Spanish people resented him.*
15. When did the events described take place? *from 1939 to 1975*
16. Where did the events described take place? *in Spain*
17. Why did the events happen? *Franco won a bloody civil war.*

Essential Question ESSAY

How has climate influenced the land and people of Southern Europe?

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 events or movements in modern Europe and how they affected the rest of the world. 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

Read a Climate Map Use the climate map from the Social Studies Skills lesson of this module to answer the following questions.

18. What type of climate does London have? *marine west coast*
19. What climate is found only in the far north? *subarctic*
20. Where in Europe would you find a humid subtropical climate? *northeastern Italy and north of eastern Greece*

Map Activity

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

Mediterranean Sea	Lisbon, Portugal
Athens, Greece	Po River
Sicily	Rome, Italy
Spain	Aegean Sea

*A. Sicily; B. Mediterranean Sea; C. Spain; D. Rome, Italy; E. Po River; F. Lisbon, Portugal;
G. Aegean Sea; H. Athens, Greece*

Focus on Writing

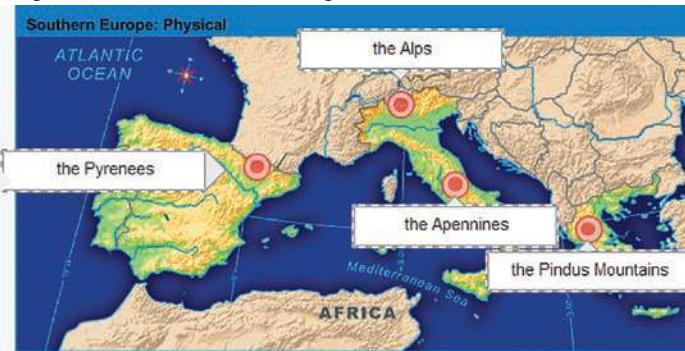
22. **Write a News Report** Select a topic for a news report. Create a plan for your report by answering these questions: What is the scene or setting of the event? Who is there? Why is it important enough to include in the news? What happened? Start your news report with a dateline, for example: Rome, May 5, 2009. Begin your first paragraph with an interesting observation or detail. Explain the event in two or three short paragraphs. Close with an important piece of information or interesting detail.

RUBRIC Students' news reports should

- focus on an event
- describe the scene and setting
- explain who was there
- explain why the event is important and what happened
- include interesting details

► Online Assessment

1. Drag the names of the mountain ranges to their correct locations.



2. On which sea do Italy, Greece, and Spain have long coastlines?
- the Ionian
 - the Adriatic
 - the Aegean
 - the Mediterranean
3. Select the answer choice from each drop-down list to complete the sentence correctly.
The Mediterranean climate of Southern Europe is distinguished by little rainfall in the **summer** and more rainfall in the **winter**.
4. Drag the names of the empires that controlled Greece into chronological order from top to bottom.

Alexander the Great's
the Roman Empire
the Byzantine Empire
the Ottoman Empire

5. Which of the following statements accurately describe Greece today?

Select the **three** correct answers.

- It is largely urbanized.
- It has little air pollution.
- It has a profitable tourism industry.
- Its capital is the most modern European city.
- Its education system is ranked the highest in Southern Europe.
- Its economy is growing more slowly than most other European nations.

6. How is the economy of southern Italy different from the economy of northern Italy?

- The economy of southern Italy does not profit from tourism.
- The economy of southern Italy does not profit from shipping.
- The economy of southern Italy is more dependent on agriculture.
- The economy of southern Italy is more dependent on manufacturing.

7. In which area did Spain and Portugal once rule huge territories?

- Asia
- Africa
- the Americas
- the Balkan Peninsula

8. Choose the correct button in the table to show whether the statement correctly describes Spain, Portugal, or both countries.

	Spain	Portugal	Both Countries
Many people are Roman Catholic.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
The people are famous for sad folk songs called fados.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
People in the northwest part of the country speak Galician.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
The people are known for a style of song and dance called flamenco.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
People in many towns hold fiestas, or festivals, in honor of their protecting saints.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

9. Why did Spain and Portugal join the European Union (EU)?

- to protect farmlands
- to promote foreign trade
- to strengthen their governments
- to improve their tourism industries