

Essential Question Preview

Which Western European country has most benefited from its physical geography?

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

Explore the Essential Question

- Point out that the countries of Western Europe are among the world's most prosperous countries. This is due to mild climates, good farmland, navigable rivers, market economies, and stable governments.
- Have students discuss how the economies of individual Western European countries are affected by their geography and culture.

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:

What geographic and cultural features characterize West-Central Europe and France and the Benelux Countries?

How has location shaped the development of nations in the British Isles and Scandinavia?

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

Module 15

Western Europe

Essential Question

Which Western European country has most benefited from its physical geography?

National capital
Other city
0 200 400 miles
0 200 400 kilometers
Projection: Lambert Azimuthal Equal-Area

In this module, you will learn about the diverse region of Western Europe, its cultures, governments, and history.

What You Will Learn

Lesson 1: Physical Geography	493
The Big Idea Western Europe has a range of landscapes, diverse climates, and rich resources including farmland.	
Lesson 2: France and the Benelux Countries	500
The Big Idea France and the Benelux Countries have strong economies and rich cultural traditions.	
Lesson 3: Germany and the Alpine Countries	506
The Big Idea Germany and the Alpine Countries are prosperous countries with similar cultures.	
Lesson 4: The British Isles	514
The Big Idea Close cultural and historical ties link the people of the British Isles today.	
Lesson 5: Scandinavia	520
The Big Idea Scandinavia has developed into one of the most stable and prosperous regions in Europe.	

Explore ONLINE!

HISTORY

VIDEOS, including ...

- The Vikings
- Gothic Cathedrals
- The Celts

Document-Based Investigations

Graphic Organizers

Interactive Games

Animation: Polders

Image with Hotspots: The Berlin Wall

Channel One®Video: Brexit

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Explore the Online Video

ANALYZE VIDEOS

The Vikings

Invite students to watch the video to learn how the Vikings affected the rest of Europe

History How did the Vikings affect other parts of Europe? *Possible answer: They raided other places, but also established trading towns that are now important cities. They spread cultures around Europe. They connected different parts of the world.*



Lesson 1 Big Idea

Western Europe has a range of landscapes, diverse climates, and rich resources including farmland.

Main Ideas

- Western Europe has a range of landscapes, diverse climates, and rich resources including farmland.
- Northern Europe contains low mountains, jagged coastlines, a variety of natural resources, and a range of climates.

- The culture of France has contributed to the world's arts and ideas.

- France today is a farming and manufacturing center.

- The Benelux Countries have strong economies and high standards of living.

Lesson 3 Big Idea

Germany and the Alpine Countries are prosperous countries with similar cultures.

Main Ideas

- After a history of division and two world wars, Germany is now a unified country.
- German culture, known for its contributions to music, literature, and science, is growing more diverse.
- Germany today has Europe's largest economy, but eastern Germany faces challenges.

Lesson 2 Big Idea

France and the Benelux Countries have strong economies and rich cultural traditions.

Main Ideas

- During its history, France has been a kingdom, empire, colonial power, and republic.



History The Palace of Westminster in London has been home to the British Parliament for over 600 years.



Geography The Netherlands is famous for its fields of brightly colored tulips.

Culture Skiing, snowboarding, and other forms of outdoor recreation are popular throughout much of Scandinavia and the Alpine Countries.



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- The Alpine Countries reflect German culture and have strong economies based on tourism and services.

Lesson 4 Big Idea

Close cultural and historical ties link the people of the British Isles today.

Main Ideas

- Invaders and a global empire have shaped the history of the British Isles.
- British culture, such as government and music, has influenced much of the world.
- Efforts to bring peace to Northern Ireland and maintain strong economies are important issues in the British Isles today.

Lesson 5 Big Idea

Scandinavia has developed into one of the most stable and prosperous regions of Europe.

Main Ideas

- The history of Scandinavia dates back to the time of the Vikings.
- Scandinavia today is known for its peaceful and prosperous countries.

Explore the Map and Images

Western Europe: Political Draw students' attention to how varied the countries of the region are in size. Discuss briefly the benefits and drawbacks of being a large or small country.

Geography The geography of the Netherlands is unique because much of the land is below sea level.

History Like the U.S. Congress, the Parliament of the United Kingdom has two different parts. Parliament is divided into the House of Lords and the House of Commons while Congress is divided into the Senate and the House of Representatives.

Culture Ask students what sort of physical geography is required for snowboarding and skiing to be popular sports.

Analyze Visuals

Have students examine the images and answer the following questions:

- Judging by the tulip field, what is the terrain and climate of the Netherlands? *flat; mild climate with enough rain, sun, and fertile soil to grow tulips*
- What does the photo of the Palace of Westminster tell you about British government? *Possible answer: It has a long history of democratic rule.*
- Which images show how geology affects Western Europe? *the image of the rocky coastline and the image of geothermal energy*

► Online Module Flip Cards

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

► Online Map Activity

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



Reading Social Studies

Reading Social Studies

READING FOCUS

Recognize Word Origins

Organize students into three groups. Assign each group one of the columns in the chart on this page. Have them find each of the words in their column in a dictionary. Tell them to identify the Latin, German, or French word from which their English word was derived. Have them make a list of these words and their meanings. Ask groups to share their lists with the class.

You Try It!

brilliant: French; *general*: Latin; *power*: French;
conquered: French; *several*: French; *powers*: French;
joined: Latin; *forces*: Latin; *defeated*: Latin; *exiled*:
French; *republic*: French; *parliament*: French; *elected*:
Latin; *president*: Latin; *controls*: Latin; *territories*: Latin

Recognize Word Origins

READING FOCUS

English is a language that loves to borrow words from other languages and cultures. The diversity of European languages that arose from the array of cultures across Europe has influenced the English language as it has developed. From French, English speakers took *façon* and changed it to *fashion*. From German, we took *strollen* and changed it to *stroll*. From Dutch, we took *koekje* and changed it to *cookie*. Below is a list of examples of other words that come from other languages.

English Words from French	English Words from German	English Words from Latin
conquer	muffin	culture
brilliant	dollar	defeat
restaurant	rocket	general
republic	kindergarten	forces
fashion	hamburger	join
parliament	noodle	president
several	pretzel	elect
power	snorkel	control
exiled	hex	territory

YOU TRY IT!

Read the following sentences. Refer to the above word lists and make a list of the words in the passage below that originally came from other languages. After each word, list the original language.

A few years later a brilliant general named Napoleon took power. In time, he conquered much of Europe. Then in 1815 several European powers joined forces and defeated Napoleon. They exiled him and chose a new king to rule France. . . . France is now a republic with a parliament and an elected president. France still controls several overseas territories, such as Martinique in the West Indies.

As you read this module, look for words that originally came from other languages.



Physical Geography

- The Swiss Alps
- Norway's Fjords

- Tidal Power
- Crossing the Channel
- Jacques-Yves Cousteau (1910–1997)

Visuals

Videos

LESSON 1

Big Idea

Western Europe has a range of landscapes, diverse climates, and rich resources including farmland.

Extend and Enrich

Maps, Graphs, and Charts

- Map: West-Central Europe: Physical
- Map: Northern Europe: Physical
- Map: Northern Europe: Climate

Sources

- Document-Based Investigation: West-Central Europe: Land Use and Resources

Assessment

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

► Online Lesson 1 Enrichment Activities

Tidal Power

Video Students watch a video about tidal power in Scotland. Then they write about how tidal power works and its advantages and disadvantages.



Crossing the Channel

Article Students read about the different ways people have crossed the English Channel, then write a newspaper article about a historic channel crossing.

Jacques-Yves Cousteau (1910–1997)

Biography Students read a brief biography of French explorer, environmentalist, and undersea filmmaker Jacques-Yves Cousteau, then create a collage about different aspects of ocean life.

Physical Geography

The Big Idea

Western Europe has a range of landscapes, diverse climates, and rich resources including farmland.

Main Ideas

- West-Central Europe includes many types of physical features and a mild climate that supports agriculture, energy production, and tourism.
- Northern Europe contains low mountains, jagged coastlines, a variety of natural resources, and a range of climates.

Key Terms and Places

Northern European Plain
North Sea
English Channel
Danube River
Rhine River
navigable river
North Atlantic Drift
British Isles
Scandinavia
fjord
geothermal energy

If YOU lived there ...

You are a photographer planning a book about the landscapes of Western Europe. You are trying to decide where to find the best pictures of all the varied landscapes including rich farmland, forested plateaus, and rocky coastlines. So far, you are planning to show the colorful tulip fields of the Netherlands, the hilly Black Forest region of Germany, and the rocky fjords of Norway.

What other places might you want to show?

West-Central Europe

Western Europe can be thought of as two separate regions, Northern Europe and West-Central Europe. From fields of tulips, to sunny beaches, to icy mountain peaks, West-Central Europe offers a wide range of landscapes. Its climate supports farming and tourism.

Physical Features Even though the region of West-Central Europe is small, it includes three major types of landforms—plains, uplands, and mountains. These landforms extend in wide bands across the region.

Look at the physical map of West-Central Europe. Picture West-Central Europe as an open fan, with Italy as the handle. The outer edge of this imaginary fan is a broad coastal plain called the **Northern European Plain**. This plain stretches from the Atlantic coast into Eastern Europe.

Most of this plain is flat or rolling and lies less than 500 feet (150 m) above sea level. In the Netherlands, parts of the plain dip below sea level. There, people must build walls to hold back the sea.

The Northern European Plain provides the region's best farmland. Many people live on the plain, and the region's largest cities are located there.

The Central Uplands extend across the center of our imaginary fan. This area has many rounded hills, small plateaus, and valleys. In France, the uplands include the Massif Central (ma-SEEF sahn-TRAHL), a plateau region, and the Jura Mountains.

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Teach the Big Idea

1. Whole Class Open/Introduction

If **YOU** lived there ...

What other places might you want to show?

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

Consider the UPLANDS AND MOUNTAINS:

- scene from the Massif Central in France
- view from the Alps in Austria
- walls to hold back the sea in the Netherlands

Consider other PLAINS:

- lavender fields in Provence, France
- livestock farms in Belgium
- farms along the Danube and Rhine rivers

2. Direct Teach Introduce the Big Idea: *Western Europe has a range of landscapes, diverse climates, and rich resources including farmland.* As you name some of the countries of Western Europe, call on students to state one word that comes to mind for each. After you record responses for several countries, have students organize them into categories of their choosing.

3. Practice/Assess/Inquire Have students make a four-column chart and label the columns: *Landforms, Water Features, Climate, and Resources.* As they read the lesson, have them list words or phrases that describe each aspect of the geography of Western Europe. Then write the terms *agriculture, energy production, and tourism* on the board. Have students identify aspects of the region's physical geography that make these economic activities possible.

4. Explore (Collaborative Exploration) Have students rank the region's geographic assets in order of importance and explain their choices.

5. Whole Group Close/Reflect Have students pick an area they might enjoy living in and write a paragraph telling why.

*Alternative Assessment Handbook, Rubrics 13: Graphic Organizers; and 37: Writing Assignments

ONLINE DOCUMENT-BASED INVESTIGATION

Western Europe

The West-Central Europe: Land Use and Resources map is the first of five document-based investigations that students will analyze in the Western Europe module. Using the map's interactive feature, students explore the distribution of resources in the region.

Teach the Main Idea

Western Europe has a range of landscapes, diverse climates, and rich resources including farmland.

Describe What are the natural resources or distinctive features of each of the landform regions in West-Central Europe? *plains—very good farmland; uplands—forests, mining, and some areas with fertile soil; mountains—scenic beauty*

Draw Conclusions How might West-Central Europe's water features have affected its economic development? *Navigable rivers and nearness to seas and ocean encouraged the growth of trade.*

Make Inferences How do the region's natural resources support industry? *coal,*

natural gas, hydroelectric power, uranium for nuclear power provide energy; iron ore used in manufacturing products

More About ...

Disappearing Forests Much of Europe was once covered by forests, which have disappeared as a result of human activities such as farming. Today, forests are impacted by air pollution, pest outbreaks, drought, and fires.

Uranium This ore is a key resource for production of nuclear power. Sources of this radioactive metal are found in France, especially on the Massif Central, a mountainous plateau in the center of the country. France gets three-fourths of its electricity from nuclear energy. It has dozens of nuclear reactors. The nation has become a leader in nuclear technology and reactor construction.

For additional instruction, go to end of lesson.

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:

Compare How are Northern Europe and West-Central Europe similar in climate, natural resources, and physical geography? *Possible answer: Both regions benefit from the North Atlantic Drift and have more mild climates because of that. They both have mountains and shoreline. Both have energy resources and fertile land for farming.*

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: **Northern European Plain**, **North Sea**, **English Channel**, **Danube River**, **Rhine River**, **navigable river**, **North Atlantic Drift**, **British Isles**, **Scandinavia**, **fjord**, **geothermal energy**.

ONLINE INTERACTIVE MAPS

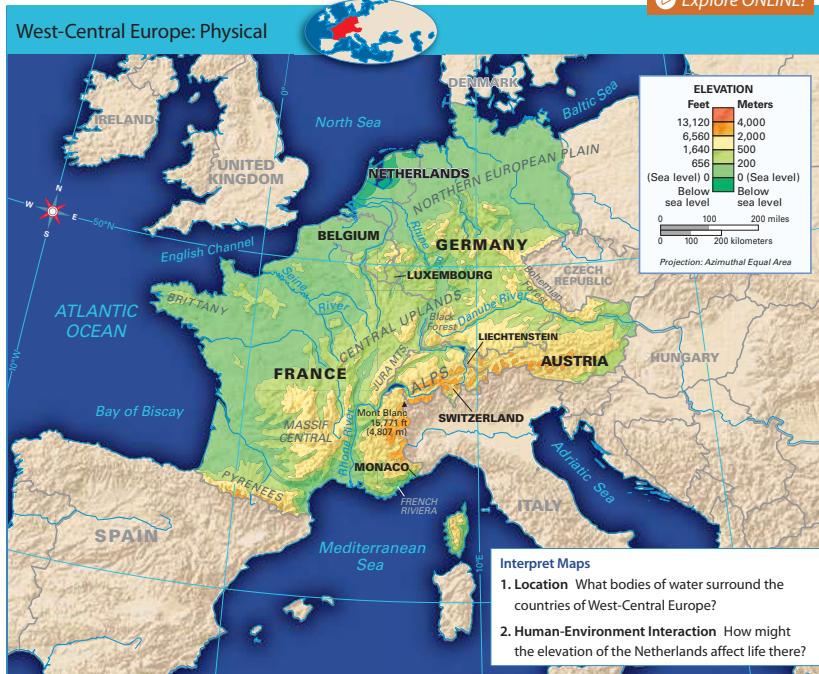
West-Central Europe: Physical

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

Location Which body of water forms the northern border of the Netherlands? *North Sea*

In print edition, see map of same title.

- Location** What bodies of water surround the countries of West-Central Europe? *Baltic Sea, North Sea, English Channel, Atlantic Ocean, Bay of Biscay, Mediterranean Sea*
- Human-Environment Interaction** How might the elevation of the Netherlands affect life there? *Possible answer: The low elevations would affect where buildings could be built and increase the danger of flooding.*



This range is on the French-Swiss border. In Germany, uplands cover much of the southern two-thirds of the country. Dense woodlands, such as the Black Forest, blanket many of the hills in this area.

The Central Uplands have many productive coalfields. As a result, the area is important for mining and industry. Some valleys provide fertile soil for farming, but most of the area is too rocky to farm.

Along the inner part of our imaginary fan, the land rises dramatically to form the alpine mountain system. This system includes the Alps and the Pyrenees.

The Alps are Europe's highest mountain range. They stretch from southern France to the Balkan Peninsula. Several of the jagged peaks in the Alps soar to more than 14,000 feet (4,270 m). Because of the height of the Alps, large snowfields coat some peaks.

Several bodies of water are important to West-Central Europe's physical geography. The **North Sea** and **English Channel** lie to the north. The Bay of Biscay and Atlantic Ocean lie to the west. The Mediterranean Sea borders France to the south.

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STRUGGLING READERS

Design a Poster

1. Have students take turns locating the physical features of West-Central Europe and Northern Europe.
2. Then have students work in pairs to design a poster that highlights one of the major physical features of Western Europe. Ask each pair to draw the physical feature and write a brief paragraph describing the feature and where it is located in Europe.

*Alternative Assessment Handbook,

Rubrics 28: Posters; and 40: Writing to

Describe

For additional instruction, go to end of lesson.

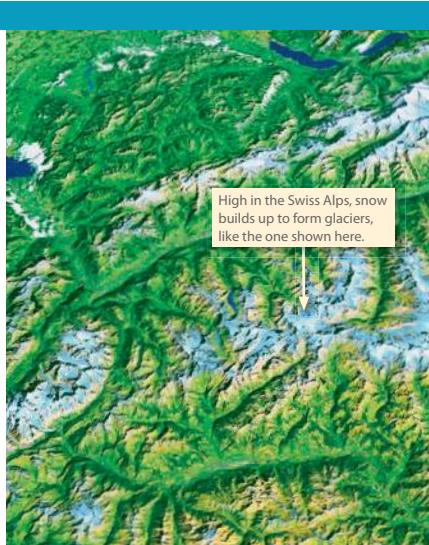
The Swiss Alps

At high elevations in the Alps, snow does not melt. For this reason, the snow builds up over time. As the snow builds up, it turns to ice and eventually forms glaciers. A glacier is a large, slow-moving sheet or river of ice. This satellite image shows glaciers in the Swiss Alps. The white regions are the glaciers, and the blue areas are alpine lakes. As the climate changes, glaciers in the Alps are receding, or shrinking, at increasing rates.

The buildup of snow and ice in the Alps can cause avalanches at lower elevations. An avalanche is a large mass of snow or other material that suddenly rushes down a mountainside. Avalanches pose a serious danger to people. It seems that climate changes have also increased avalanche activity.

Analyze Information

Why do glaciers sometimes form at higher elevations in the Alps?



Several rivers cross the region as well. Look at the physical map of West-Central Europe to identify them. Two important rivers are the **Danube** (DAN-yoo) and the **Rhine** (RYN). For centuries, people and goods have traveled these rivers, and many cities, farms, and industrial areas line their banks.

Several of West-Central Europe's rivers are navigable. A **navigable river** is one that is deep and wide enough for ships to use. These rivers and a system of canals link the region's interior to the seas. These waterways are important for trade and travel.

Climate and Resources A warm ocean current, the **North Atlantic Drift**, flows along Europe's northwestern coast. This ocean current brings warm, moist air across the Atlantic Ocean and creates a marine west coast climate in most of West-Central Europe. This climate makes much of the area a pleasant place to live. Though winters can get cold, summers are mild. Rain and storms occur often, though.

At higher elevations, such as in the Alps, the climate is colder and wetter. In contrast, southern France has a warm Mediterranean climate. Summers are dry and hot, and winters are mild and wet.

West-Central Europe's mild climate is a valuable natural resource. Mild temperatures, plenty of rain, and rich soil have made the region's farmlands highly productive. Farm crops include grapes, grains, and vegetables. In the uplands and Alps, pastures and valleys support livestock.

ONLINE INTERACTIVE VISUALS

Image with Hotspots: The Swiss Alps

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

Analyze Visuals Why do glaciers sometimes form at higher elevations in the Alps? *Snow does not melt, but instead builds up and turns to ice.*

In print edition, see feature of same title.

Analyze Information Why do glaciers sometimes form at higher elevations in the Alps? *Snow does not melt, but instead builds up and turns to ice.*

The Swiss Alps

At high elevations in the Alps, snow does not melt. For this reason, the snow builds up over time. As the snow builds up, it turns to ice and eventually forms glaciers. A glacier is a large, slow-moving sheet or river of ice. This satellite image shows glaciers in the Swiss Alps. The white regions are the glaciers, and the blue areas are alpine lakes. As the climate changes, glaciers in the Alps are receding, or shrinking, at increasing rates.

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MAKE GENERALIZATIONS

Important Natural Resources

1. Point out that the countries of West-Central Europe are among Earth's most prosperous. Discuss the natural resources that have helped create a high standard of living and prosperity. Note differences between natural resources and human resources. Point out that tourism depends on human and natural resources.

2. Focus discussion on energy resources. Have students look at the map on the next page and identify places where oil and natural gas are found. Have them write a statement describing the relationship between the two resources. Discuss why energy resources are important to economic growth.

3. Have students examine the map and write three sentences describing how land use and energy resources are related in West-Central Europe.

*Alternative Assessment Handbook, Rubric 21: Map Reading

Teach the Main Idea

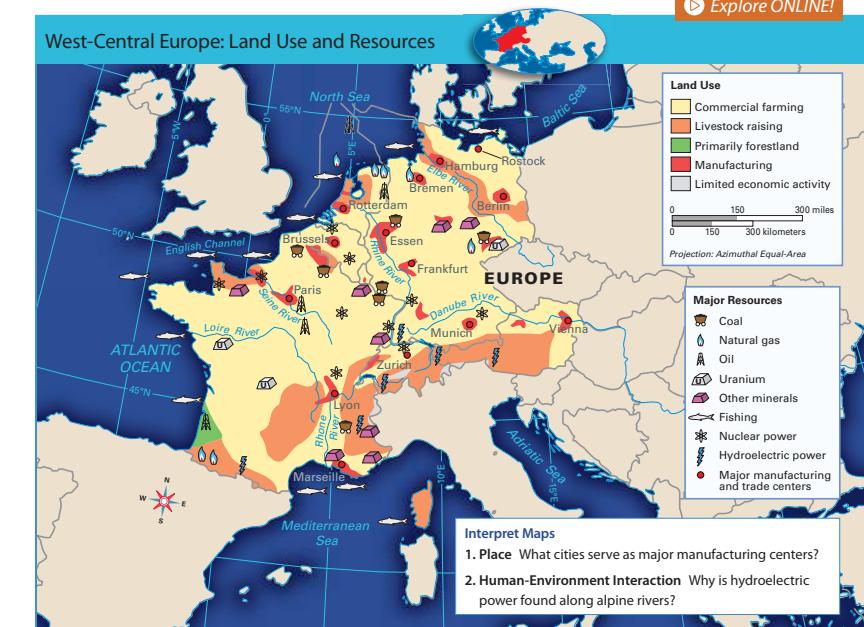
Northern Europe contains low mountains, jagged coastlines, a variety of natural resources, and a range of climates.

Contrast How does the land in the northern part of the region differ from the southern part? *south—rolling hills, farmland, and plains; north—rugged hills, mountains, and rocky soil*

Identify Which country has a large supply of geothermal energy? *Iceland*

Contrast How do temperatures in Northern Europe differ from those around the world in similar latitudes? *They are warmer.*

Recall What is the name of the ocean current that causes Northern Europe's mild climates? *North Atlantic Drift*



ONLINE DOCUMENT-BASED INVESTIGATION

West-Central Europe: Land Use and Resources

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

Analyze Sources How would you compare patterns of commercial farming to patterns of manufacturing in West Central Europe?

Possible answer: Commercial farming is the most common pattern of land use in West-Central Europe and covers much of the region. By contrast, manufacturing covers less of the region and is centered around major cities.

In print edition, see map of same title.

1. Place What cities serve as major manufacturing centers? *Marseille, Paris, Brussels, Rotterdam, Essen, Bremen, Hamburg, Rostock, Berlin, Frankfurt, Munich, Zurich, Lyon, Vienna*

2. Human-Environment Interaction Why is hydroelectric power found along alpine rivers? *In the mountains, the rivers flow rapidly downhill, providing power to create electricity.*

Reading Check
Find Main Ideas
What are the region's three major landform areas? What natural resources do they hold?

As the land use and resources map shows, energy and mineral resources are not evenly distributed across the region. France has coal and iron ore, Germany also has coal, and the Netherlands has natural gas. Fast-flowing alpine rivers provide hydroelectric power. Even so, many countries must import fuels.

Another valuable natural resource is found in the breathtaking beauty of the Alps. Each year, tourists flock to the Alps to enjoy the scenery and to hike and ski.

Northern Europe

Two regions—the British Isles and Scandinavia—make up Northern Europe. To the southwest lie the **British Isles**, a group of islands located across the English Channel from the rest of Europe. Northeast of the British Isles is **Scandinavia**, a region of islands and peninsulas in far northern Europe. The island of Iceland, to the west, is often considered part of Scandinavia.

From Ireland's gently rolling hills to Iceland's icy glaciers and fiery volcanoes, Northern Europe is a land of great variety. The physical geography of Northern Europe differs greatly from one location to another.

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COLLABORATIVE LEARNING

Gather Geographic Information for Northern Europe

- Assign small student groups to research geographic information for the countries of Northern Europe. Have them use a chart to compare and contrast things such as land area, features, climates, natural resources, population, and population density.

- Have students display their charts and discuss their findings.

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

READING CHECK

Find Main Ideas What are the region's three major landform areas? What natural resources do they hold? *plains, uplands, mountains; mild climate for farming, rich soil, coal, natural gas, water, beauty*

For additional instruction, go to end of lesson.

Physical Features Rough, rocky hills and low mountains cover much of Northern Europe. Rugged hills stretch across much of Iceland, northern Scotland, and Scandinavia. The jagged Kjolen (CHUH-luhn) Mountains on the Scandinavian Peninsula divide Norway from Sweden. The rocky soil and uneven terrain in these parts of Northern Europe make farming there difficult. As a result, fewer people live there than in the rest of Northern Europe.

Farming is easier in other parts of the region. Fertile farmland and flat plains stretch across the southern parts of the British Isles and Scandinavia. Ireland's rolling, green hills provide rich farmland. Wide valleys in England and Denmark also have plenty of fertile soil.

Glaciers have left their mark on Northern Europe's coastlines and lakes. As you can see on the physical map of Northern Europe, Norway's western coastline is very jagged. Millions of years ago, glaciers cut deep valleys into Norway's coastal mountains. As the glaciers melted, these valleys filled with water, creating deep fjords. A **fjord** (fee-AWRD) is a narrow inlet of the sea set between high, rocky cliffs. Many fjords are very long and deep.

ONLINE INTERACTIVE MAPS

Northern Europe: Physical

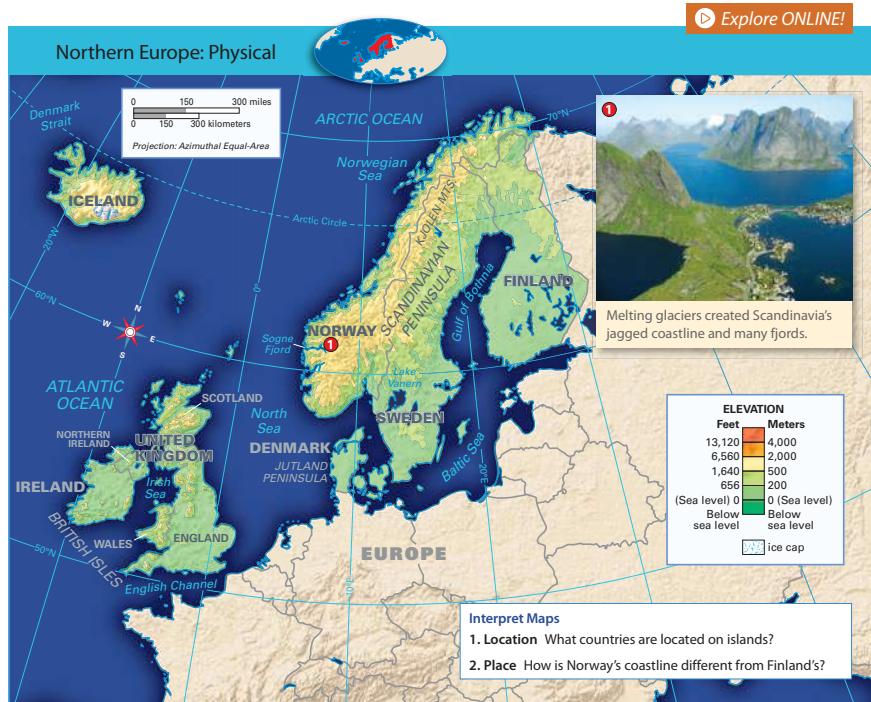
Have students explore the map using the interactive features and answer the associated questions.

Location Which country is located on an island?
Ireland

In print edition, see map of same title.

1. Location What countries are located on islands? *Ireland, Iceland, Scotland, England, Wales, Northern Ireland*

2. Place How is Norway's coastline different from Finland's? *Norway's coastline is longer and more jagged with fjords.*



ADVANCED/GIFTED

Compare the Jutland and Scandinavian Peninsulas

- Assign small groups of students to research the Jutland and Scandinavian peninsulas. Have each group create a chart to compare and contrast such things as land area, features, climates, natural resources, population, and population density.
- Have students display their charts and discuss their findings.

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



ONLINE INTERACTIVE VISUALS

Image Compare: Norway's Fjords

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

In print edition, see feature of same title.

Analyze Visuals How do fjords benefit life in Norway? *They keep temperatures mild and allow winter travel.*

In print edition, see feature of same title.

Analyze Information How do fjords benefit life in Norway? *They keep temperatures mild and allow winter travel.*

Norway's Fjords

Millions of years ago, much of Norway was covered with glaciers. As the glaciers flowed slowly downhill, they carved long, winding channels, or fjords, into Norway's coastline. Because water in the fjords is warm, they do not freeze. For centuries, people have used the fjords to travel during the winter when ice and snow made travel over land difficult.

Melting glaciers created Scandinavia's jagged coastline and many fjords.



Norway's Fjords

Millions of years ago, much of Norway was covered with glaciers. As the glaciers flowed slowly downhill, they carved long, winding channels, or fjords, into Norway's coastline.

As you can see in this satellite image, fjords cut many miles into Norway's interior, bringing warm waters from the North and Norwegian seas. As warm waters penetrate inland, they keep temperatures relatively mild. In fact, people have used these unfrozen fjords to travel during the winter when ice and snow made travel over land difficult.

Analyze Information
How do fjords benefit life in Norway?



Melting glaciers also carved thousands of lakes in Northern Europe. Sweden's Lake Vanern, along with many of the lakes in the British Isles, were carved by glaciers thousands of years ago.

Natural Resources Natural resources have helped to make Northern Europe one of the wealthiest regions in the world. Northern Europe's **primary** resources are its energy resources, forests and soils, and surrounding seas.

Northern Europe has a variety of energy resources. Norway and the United Kingdom benefit from oil and natural gas deposits under the North Sea. Hydroelectric energy is produced by the region's many lakes and rivers. In Iceland, steam from hot springs produces **geothermal energy**, or energy from the heat of Earth's interior.

Forests and soils are two other important natural resources in Northern Europe. Large areas of timber-producing forests stretch across Finland and the Scandinavian Peninsula. Fertile soils provide rich farmland for crops, such as wheat and potatoes. Livestock like sheep and dairy cattle are also common.

The seas that surround Northern Europe are another important natural resource. For centuries, these seas have provided rich stocks of fish. Today, fishing is a key industry in Norway, Denmark, and Iceland.

Climates Much of Northern Europe lies near the Arctic Circle. Due to the region's high latitude, you might imagine that it would be quite cold during much of the year. In reality, however, the climates there are remarkably mild. Just like in West-Central Europe, Northern Europe's mild climates are a result of the North Atlantic Drift.

Much of Northern Europe has a marine west coast climate. Denmark, the British Isles, and western Norway benefit from mild summers and frequent rainfall. Snow and frost may occur in winter but do not usually last long. Along with the rich soils, the climate allows farming in Northern Europe. The North Atlantic Drift also keeps many ports from being frozen for much of the winter, allowing trade to happen year-round.

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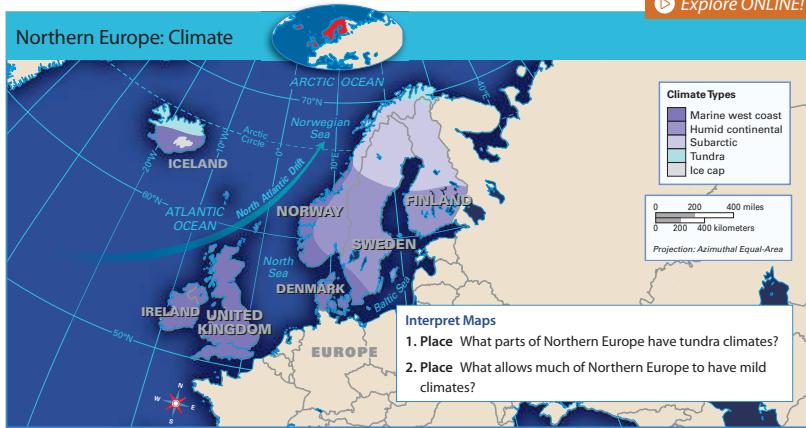
LINK TO SCIENCE

Understand Geothermal Energy

- Divide the class into small groups. Explain that geothermal energy is an important resource in Iceland and is used in other areas of the world as well, including the United States.
- Have each group use the library, the Internet, or other resources to research one of the following areas: How Geothermal Energy Plants Work, How Much Geothermal Energy Is Produced Around the World, Geothermal Energy and the Environment, Geothermal Energy in the United States. Each group should create a poster or chart that illustrates their findings.

- When students have finished, have each group display its poster or chart, explain the information, and answer questions.

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



Reading Check
Summarize
What are some physical features of Northern Europe?

Central Norway, Sweden, and southern Finland have a humid continental climate. This area has four true seasons with cold, snowy winters and mild summers.

Far to the north are colder climates. Subarctic regions, like those in Northern Scandinavia, have long, cold winters and short summers. Iceland's tundra and ice cap climates produce extremely cold temperatures all year. Most people in Northern Europe live in urban areas, and few live in the far north, where the climate makes life more difficult.

Summary and Preview Western Europe includes West-Central Europe and Northern Europe. The varied climate, rich resources, and wide variety of physical features support farming, industry, fishing, and tourism. Next, you will read about France and the Benelux Countries.

Lesson 1 Assessment

Review Ideas, Terms, and Places

1. a. **Describe** What are the main physical features of the Northern European Plain?
 - b. **Analyze** How does having many navigable rivers benefit West-Central Europe?
 - c. **Recall** What is the region's main climate?
 - d. **Make Inferences** How might an uneven distribution of mineral resources affect the region?
 - e. **Analyze** How does the pattern of where manufacturing areas are in West-Central Europe differ from the pattern of where livestock raising occurs?
2. a. **Describe** What are the physical features of Northern Europe?
 - b. **Analyze** What role did glaciers play in shaping the physical geography of Northern Europe?

- c. **Make Inferences** How do people in Northern Europe benefit from the surrounding seas?
d. **Identify** What climates exist in Northern Europe?

Critical Thinking

3. **Categorize** Draw a fan like this one. Label each band with the landform area in West-Central Europe it represents. Identify each area's physical features, climate, and resources.



Western Europe 499

ONLINE INTERACTIVE MAPS

Northern Europe: Climate

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

Regions Which country has both tundra and ice cap climates? *Iceland*

In print edition, see map of same title.

1. Place What parts of Northern Europe have tundra climates? *northern areas of Iceland, Norway, and Finland*

2. Place What allows much of Northern Europe to have mild climates? *The North Atlantic Drift brings warm moist air from across the Atlantic Ocean.*



READING CHECK

Summarize What are some physical features of Northern Europe? *hills and mountains, farmland and plains, jagged coastlines*

Print Assessment

Review Ideas, Terms, and Places

1. a. **Describe** What are the main physical features of the Northern European Plain? *broad coastal plain, lies less than 500 feet above sea level, good farmland, large cities*
- b. **Analyze** How does having many navigable rivers benefit West-Central Europe? *facilitates transportation, trade, travel, tourism*
- c. **Recall** What is the region's main climate? *marine west coast with cold winters and mild summers*
- d. **Make Inferences** How might an uneven distribution of mineral resources affect the region? *Some countries have to import more energy or fuel than others.*

continued

Print Assessment (*continued*)

- e. **Analyze** How does the pattern of where manufacturing areas are in West-Central Europe differ from the pattern of where livestock raising occurs? *Manufacturing is based around big cities across West-Central Europe. Livestock farming is in the mountains and in larger sections than manufacturing.*
2. a. **Describe** What are the physical features of Northern Europe? *hills, plains, mountains, fjords*
- b. **Analyze** What role did glaciers play in shaping the physical geography of Northern Europe? *created fjords and lakes*
- c. **Make Inferences** How do people in Northern Europe benefit from the surrounding seas? *The seas provide rich stocks of fish.*
- d. **Identify** What climates exist in Northern Europe? *marine west coast, humid continental, subarctic, tundra, ice cap*

Critical Thinking

3. **Categorize** Draw a fan and label each band with the landform area in West-Central Europe it represents. Identify each area's physical features, climate, and resources. *European Plain (outer band)—flat or rolling with most of it lying less than 500 feet above sea level, good farmland, location of largest cities; Central Uplands (middle band)—many rounded hills, small plateaus, valleys, dense forests on some hills, coal fields, most areas too rocky for farming; Alpine mountain system (inner band)—highest European mountain range, large snowfields, colder, wetter climate*

Online Assessment

1. Which of the following has allowed West-Central Europe to industrialize?
 - a long coastline
 - many commercial farms
 - many productive coalfields
 - a marine west coast climate

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

West-Central Europe has been able to industrialize because of the many productive coalfields in the *Central Uplands* ▾.

2. How have natural resources affected Northern Europe?
 - Natural resources have limited the growth of the dairy industry in Northern Europe.
 - Natural resources have limited the growth of the energy industry in Northern Europe.
 - Natural resources have helped to make Northern Europe one of the wealthiest regions in the world.
 - Natural resources have helped to make Northern Europe one of the major shipping centers in the world.

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

Natural resources ▾ have helped to make Northern Europe one of the wealthiest regions in the world.

3. **Make Generalizations** Why is West-Central Europe's climate a valuable resource?

West-Central Europe has a mostly mild climate, which, along with plenty of rain and rich soil, makes this region's farmlands highly productive. At lower elevations, a variety of crops is grown, including grapes, grains, and vegetables. At higher elevations, pastures and valleys support livestock.

4. **Cause and Effect** Why do few people live in Northern Scandinavia?
Northern Scandinavia has long, cold winters and short summers. Few people live in this subarctic region, where the climate makes life difficult.

ADDITIONAL INSTRUCTIONAL MATERIALS

continued from page 493

More About . . .

Connect to Today: Avalanche Prevention The Swiss Federal Snow and Avalanche Research Institute in Davos, Switzerland, is a world leader in avalanche risk assessment and prevention. The Institute estimates that about 150 skiers, snowboarders, and mountaineers are killed by avalanches each year in Europe and North America. The center trains skiers and climbers as well as rescue dogs, mostly collies and German shepherds. The dogs can cover terrain eight times faster than humans and work in colder and harsher conditions. These dogs are trained to pick up the scent of humans buried deep in the snow. After an avalanche, rescue dogs are brought to the scene by helicopter or by lift systems at ski resorts.

SPECIAL NEEDS STUDENTS

Play a Matching Game

1. Have students work in pairs to create a matching game with index cards. Each pair should make two cards for each country discussed in the chapter. On one card, students should draw the shape of the country. On the other card, students should write the name of the country. Have students decide how to divide the work (e.g., by country or by having one draw and one write).
2. Have partners play the game by mixing up the cards and turning them all face-down. Each person takes a turn by turning up cards and trying to match a country's name and shape, memorizing each card that is turned up. If a matching pair is not found, the cards are again placed face-down.
3. To win a round, a partner must find a match and then consult the text and state a correct fact about the country. The person who matches the most pairs wins.

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

continued from page 494

ENGLISH LANGUAGE LEARNERS

Map Reading and Vocabulary Review

1. To help students increase their understanding of the physical geography in West-Central Europe, review the definitions of the terms *plains*, *uplands*, and *mountains*. Have them locate examples of the landforms on the map "West-Central Europe: Physical."
2. Review the terms *elevation* and *sea level*. Remind students that sea level is the level of the ocean's surface used as a reference point for measuring elevation, heights, and depths on Earth's surfaces, in feet or meters. Draw their attention to the elevation key located on the map.
3. Check understanding by having students identify landforms on the map where the following elevations would be found: 13,120 feet (mountains, such as the Alps), 1,700 feet (uplands, such as the Central Uplands), 500 feet (plains, such as the Northern European Plains).
4. Working in pairs, have students compose a similar question to share with the rest of the class.

*Alternative Assessment Handbook, Rubrics 1: Acquiring Information; and 2: Map Reading

continued from page 496

More About . . .

Misconception Alert Although Iceland sounds like it might be one of the coldest countries in the world, the North Atlantic Drift keeps its capital city, Reykjavik, surprisingly warm. Its average temperature in the coldest month of the year, January, is only just below freezing (-1°C or 31°F). Its average temperature in January is about the same as East Coast cities in the United States, like New York City (0°C or 32°F) and Boston, Massachusetts (-2°C or 29°F), and warmer than cities in the Midwest such as Kansas City, Missouri (-3°C or 27°F), Cleveland, Ohio (-3°C or 26°F), and Chicago, Illinois (-6°C or 22°F).

More About . . .

Fjords Around the World The fjords in Norway are probably the most famous in the world, but they aren't the only ones created by glaciers millions of years ago. Kenai Fjords National Park in Alaska, Fiordland National Park in New Zealand, and Gros Morne National Park in Newfoundland, Canada, all have fjords formed in the same way as those in Norway.



France and the Benelux Countries



► Online Lesson 2 Enrichment Activities

The Eiffel Tower

Video Students watch a video about the Eiffel Tower and its construction, then create their own tower out of toothpicks or craft sticks.

► PLAY VIDEO 7:37

Eiffel Tower



A Taste of France

Article Students read about the world-famous cuisine of France, then create a food map of France.

More about Charlemagne

Article Students read about the life of Charlemagne, king of the Franks, then write an obituary for him that summarizes his career as king, his military achievements, and his intellectual and cultural contributions to France.



Macron Becomes President

Video Students watch a video about the election of Emmanuel Macron, then write an article about a current event in France.

Watch Channel One News



► PLAY VIDEO 1:07

Headlines: May 8, 2017



Teach the Big Idea

1. Whole Class Open/Introduction

If YOU lived there ...

Why do you think people enjoy living in Paris?

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 CULTURAL reasons:

- good food
- beautiful parks and neighborhoods
- tradition of arts and culture

Consider GEOGRAPHIC reasons:

- the scenery of the Seine
- pleasant climate
- located near other beautiful landscapes

2. Direct Teach Introduce the Big Idea: *France and the Benelux Countries have strong economies and rich cultural traditions.* Explain to students that for centuries, France has played a major role not only in Europe but also in the histories of the United Kingdom and the United States. Ask students if they can identify any connections between France and the UK and/or the United States.

Possible answers: Norman conquest brought French influences into English language and culture; France helped American colonists win their independence

3. Practice/Assess/Inquire Locate France and the Benelux Countries on a map of Europe. Have students read the lesson and record three ways France and the Benelux Countries differ in size, population, and physical geography. Have them share responses and predict how the differences might affect economic development.

4. Explore (Collaborative Exploration) After completing the lesson, have students note the ways France and the Benelux Countries have built strong economies.

5. Whole Group Close/Reflect Have students write a paragraph identifying the natural and human resources one country used to become a modern, industrialized nation.

*Alternative Assessment Handbook, Rubrics 21: Map Reading; and 37: Writing Assignments

ONLINE DOCUMENT-BASED INVESTIGATION

Western Europe

The animation titled Dutch Polders is the second of five document-based investigations that students will analyze in this module. Students will view the animation to discover the process of creating polders.

Lesson 2

France and the Benelux Countries

If YOU lived there ...

You are strolling through one of the many open-air markets in a Paris neighborhood. You stop to buy some fruit, then go into a bakery to buy bread, cheese, and lemonade. You sit on a park bench to eat lunch. You end your day with a stroll along the banks of the Seine River, where you look at books and postcards.

Why do you think people enjoy living in Paris?

History of France

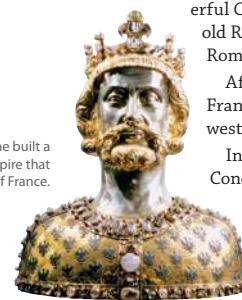
In southwest France, Lascaux (lah-SKOH) Cave holds a treasure from the past. Inside, prehistoric paintings of bulls run and jump along the stone walls. More than 15,000 years old, these paintings show how long people have lived in what is now France.

Early History In ancient times, France was part of a region called Gaul (GAWL). Centuries ago, Celtic peoples from eastern Europe settled in Gaul. In the 50s BC, the Romans conquered the region. They introduced Roman law. The Romans also established a Latin-based language that in time developed into French.

Roman rule in Gaul lasted until the AD 400s. The Franks, a Germanic people, then conquered much of Gaul. It is from the Franks that France gets its name. The Franks' greatest ruler was Charlemagne (SHAHHR-luh-mayn), who built a powerful Christian empire. After he had conquered much of the old Roman Empire, the pope crowned him emperor of the Romans in 800.

After Charlemagne's death, many invaders attacked the Franks. One such group, the Normans, settled in northwestern France. This area is called Normandy.

In 1066 the Normans conquered England. William the Conqueror, the Duke of Normandy, became king of England. He now ruled England as well as part of France. In the 1300s England's king tried to claim the French throne to gain control of the rest of France. This event led to the Hundred Years' War (1337–1453). The French eventually drove out the English.



Charlemagne built a powerful empire that included most of France.

500 Module 15

ONLINE GRAPHIC ORGANIZER

France and the Benelux Countries

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

Compare and Contrast How are the governments of France and the Benelux Countries alike? How are they different? *They all have parliaments, but the Benelux Countries have monarchs. France does not.*

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: **Paris, Amsterdam, The Hague, Brussels, cosmopolitan.**



The Arc de Triomphe celebrates the victories of Napoleon and his army.

Revolution and Empire From the 1500s to the 1700s, France built a colonial empire. The French established colonies in the Americas, Africa, and Asia. At this time, most French people lived in poverty and had few rights. For these reasons, in 1789 the French people overthrew their king in the French Revolution.

A few years later, a brilliant general named Napoleon took power. In time, he conquered much of Europe. Then in 1815 several European powers joined forces and defeated Napoleon. They exiled him and chose a new king to rule France.

Modern History During both World War I and World War II, German forces invaded France. After each war, France worked to rebuild its economy. In the 1950s it experienced rapid growth.

During the 1950s and 1960s, many of the French colonies gained their independence. Some people from these former colonies then moved to France.

France is now a democratic republic with a parliament and an elected president. France still controls several overseas territories, such as Martinique in the West Indies.

Reading Check
Summarize Which foreign groups have affected France's history?

Historical Source

Germany Occupies France

During World War II, German forces controlled France. Here, German tanks roll down a street in Toulouse.



Analyze Sources

How might the French people standing along the street have felt the moment this photo was taken?

Western Europe 501

ENGLISH LANGUAGE LEARNERS

Timeline of French History

- To help students apply their knowledge of France's history, organize them into pairs and have each pair create a timeline of significant events.
- Have students draw a horizontal line across a piece of paper. Have them label the left end *Ancient Time* and the right end *Present Day*.
- Ask students to locate the following events in the appropriate place on the timeline and label each event with the year it occurred: *Celtic people settle in Gaul, Romans conquer Gaul, Franks conquer Gaul, Pope crowns Charlemagne*

emperor of the Romans, Normans conquer and settle in northwestern France, William the Conqueror becomes King of England, The Hundred Year's War, France builds a colonial empire, the French Revolution, Napoleon takes power and is defeated, World War I, World War II, France rebuilds economy, French colonies gain independence, France is a democratic republic.

- Alternatively, you may choose to create a timeline that is partially completed, and ask students to fill in the missing information.

*Alternative Assessment Handbook, Rubric 36: Timelines

Teach the Main Idea

During its history, France has been a kingdom, empire, colonial power, and republic.

Recall What groups of people ruled France during its early history? *Romans, Franks, Normans, English*

Describe In what periods in modern history has France been a battlefield? *World War I and II*

Analyze How has the government of France changed from the time of Napoleon to today? *Over time, France has become a democracy; Napoleon ruled as a dictator, but his overthrow returned France to a monarchy; today, France is a republic with a parliament and an elected president.*

More About . . .

Arc de Triomphe Napoleon started building the Arc in 1806. The French emperor greatly admired the arches built by the Romans to commemorate their military victories. He placed the arch at the top of the broad Champs Elysees Avenue. The overconfident emperor saw himself leading his victorious soldiers through the arch. However, Napoleon's victory celebration never took place. In 1815 Napoleon was defeated at the Battle of Waterloo and the French Empire ended. The monument was completed after his death. Today, it commemorates the sacrifices of French soldiers killed in World War I. It holds the grave of an unknown soldier and a permanently lit flame of remembrance.

BIOGRAPHY

Charlemagne

Have students read the biography of Charlemagne, the ruler who united many tribes of Europe into a single empire.

ONLINE HISTORICAL SOURCE

Germany Occupies France

Invite students to view the image and answer the associated question.

Analyze Sources How might the French people along the street feel in this photo? *Possible answer: They might have felt scared or angry.*

READING CHECK

Summarize Which foreign groups have affected France's history? *Romans, Franks, Normans, English, Germans*

Teach the Main Idea

The culture of France has contributed to the world's arts and ideas.

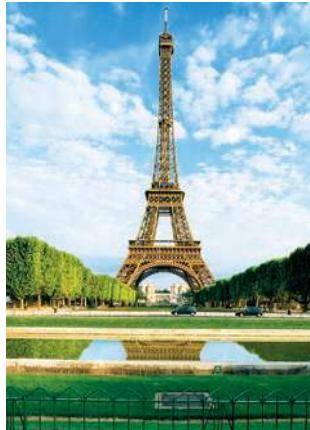
Identify What are two major contributions the French have made to art and architecture?

Possible answers: impressionism, Gothic cathedrals, classic literature, arts, fashion, and film

Draw Conclusions What aspects of French culture have helped unite the French? *pride in their long history as a European leader, French language, Catholicism, shared attitudes such as joie de vivre, appreciation of French cooking, shared celebrations, appreciation of the arts and literature*

More About . . .

The Eiffel Tower This famous Parisian landmark was built for the International Exposition of 1889 celebrating the hundred-year anniversary of the French Revolution. A committee chose bridge engineer Gustave Eiffel's plan from among the 100 plans submitted to the design competition. When Eiffel created his tower, nothing like it had ever been built. It was twice as high as the dome of St. Peter's church in Rome or Egypt's tallest pyramid. It remained the tallest building in the world until 1930 when the Chrysler Building in New York City knocked it out of first place.



The Eiffel Tower in Paris, France, was completed in 1889. It was the world's tallest structure until 1930.

Reading Check
Summarize What are some main features of French culture?

502 Module 15

▶ ONLINE INTERACTIVE MAPS

Secularism and Religion in France

Have students explore the chart and answer the associated question.

Analyze Charts About how many French people report having no religious affiliation? *about one out of every four*

▶ ONLINE ANALYZE VIDEOS

Gothic Cathedrals

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

Analyze Videos Which three basic elements distinguish Gothic design? *ribbed vaulting, flying buttresses, pointed arches*

The Culture of France

During their long history, the French have developed a strong cultural identity. Today, French culture is admired worldwide.

Language and Religion A common heritage unites many of the French. Most people speak French and are Catholic. Over time, many immigrants have settled in France. These immigrants have their own languages, religions, and customs. For example, many Algerian Muslims have moved to France. There are also small Jewish and Buddhist populations. This immigration is making France more culturally diverse.

While most of France is Catholic, the French take the idea of maintaining a secular, or non-religious, society very seriously. This is seen in schools, where religious symbols are not allowed. Unlike in most other European countries, there is no religious education given in public schools. The government is secular, and there is no state religion.

Customs The French have a phrase that describes their attitude toward life—*joie de vivre* (zhwah duh VEEV-ruh), meaning “enjoyment of life.” The French enjoy good food, good company, and good conversation.

An enjoyment of food has helped make French cooking some of the best in the world. French chefs and cooking schools have worldwide reputations. The French have also contributed to the language of food. Terms such as *café*, *cuisine* (cooking), and *menu* all come from the French.

The French also enjoy their festivals. The major national festival is Bastille Day, held on July 14. On that date in 1789, a mob destroyed the Bastille, a Paris prison symbolizing the French king's harsh rule. The event began the French Revolution.

Ideas and the Arts The French have made major contributions to the arts and ideas. In the Middle Ages, the French built majestic cathedrals in the Gothic style. This style has high pointed ceilings, stained-glass windows, and tall towers that reach heavenward. Notre Dame Cathedral in Paris is an example.

In the 1700s France was a center of the Enlightenment, a period in which people used reason to improve society. French Enlightenment ideas about government inspired the American Revolution and the development of modern democracy.

In the 1800s France was the center of one of the most famous art movements of the modern age—impressionism. This style of painting uses rippling light to create an impression of a scene. During the same period, French authors wrote classics such as *The Three Musketeers* by Alexandre Dumas (doo-MAH). Novels like Dumas's and impressionism have become well-known around the world, transmitting French culture across the world and over time. Today, France is known for art and its fashion and film industries.

NOW & THEN

Bastille Day

Have students read the Now & Then feature about Bastille Day. Bastille Day is celebrated on July 14 around the world.

READING CHECK

Summarize What are some main features of French culture? *French language; Catholic religion; enjoyment of good food, company, and conversation; French cuisine; major contributions to the arts, architecture, literature, film, and fashion*

For additional instruction, go to end of lesson.

France Today

France is now Western Europe's largest country. Locate France on the political map at the beginning of this module.

Today, about 75 percent of the French live in cities. **Paris**, the capital, is by far the largest city, with over 10 million people in the metropolitan area.

Fashionable with a quick pace, Paris is a center of business, finance, learning, and culture. It boasts world-class museums, art galleries, and restaurants, as well as famous landmarks such as the Eiffel Tower and Notre Dame Cathedral. Paris is also known for its many sidewalk cafés, where people meet to eat, socialize, and relax.

Other major cities include Marseille (mar-SAY), a Mediterranean seaport, and Lyon (LYAWN), located on the Rhone River. A modern system of highways, canals, and high-speed trains links France's cities.

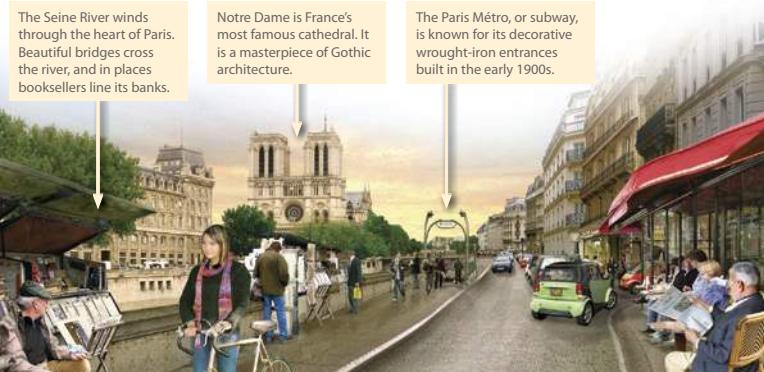
France has a strong economy. It is the European Union's top agricultural producer, and its major crops include wheat and grapes. French workers are also highly productive. Rich soil and efficient workers have made France a major exporter of goods, such as its famous perfumes and wines.

Tourism is also vital to the economy. Each year, millions of people visit Paris, the French Alps, and the sunny French Riviera, a resort area on the Mediterranean coast.

Reading Check
Draw Conclusions
Why do you think tourists might want to visit Paris?

Paris

Some two thousand years old, Paris grew up along the banks of the Seine (SEN) River. Known as "the City of Light" for its gleaming beauty, Paris shines as one of Europe's most cultured cities. Wide tree-lined avenues, historic squares, and lovely gardens and parks grace the city center.



Analyze Visuals
What examples do you see of the mixing of the new and the old in Paris?

Western Europe 503

ADVANCED/GIFTED

Imitate a French Painter

1. Have students use art books and the Internet to learn about such painters as Degas, Monet, Manet, Renoir, and Mary Cassatt.
2. Ask each student to select a painter and attempt to create a painting in that painter's style.

3. Then have each student present his or her painting along with a brief presentation about the painter's life, style of painting, subjects for paintings, and most famous works.

*Alternative Assessment Handbook, Rubrics 3: Artwork; and 29: Presentations

Teach the Main Idea

France today is a farming and manufacturing center.

Identify What is France's largest city and capital? **Paris**

Describe What types of economic activities have made France's economy strong and diverse? *agriculture, manufacturing, trade, tourism*

Analyze What human and natural resources have helped France's economy expand? *high productivity*

More About ...

French Cities Paris is by far France's largest city. The next three largest cities in France are Lyon, Marseille, and Lille. They all have less than 2 million residents.

ONLINE INTERACTIVE VISUALS

Image with Hotspots: Paris

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

Analyze Visuals What examples do you see of the mixing of the new and the old in Paris? *Possible answer: old buildings, new cars, older looking wrought-iron entrances, people dressed in modern clothes*

READING CHECK

Draw Conclusions Why do you think tourists might want to visit Paris? *It has outstanding museums and restaurants, famous landmarks such as the Eiffel Tower and Notre Dame Cathedral, and is a center of business, finance, learning, and culture.*

Teach the Main Idea

The Benelux Countries have strong economies and high standards of living.

Identify Why are the Benelux Countries known as the Low Countries? *low elevation*

Summarize How has the location of the Benelux Countries affected their history and economy?
led to frequent invasions, but also promoted trade and made cities there good places for international organizations, banking, and businesses

Draw Conclusions What might be the advantages of living in a cosmopolitan city?
variety of arts, cuisine, and entertainment offered, possibly acceptance of diversity among residents, access to and knowledge of different cultures and new ideas

More About . . .

Connect to Technology: Staying Dry In the Netherlands, scientists and government officials take global warming seriously. Some scientists predict a rise of 4 to 36 inches in sea levels in the next 100 years. Since much of the land is below sea level, such a rise could cause serious problems. A Dutch company hopes to create a floating housing development on the sea near Amsterdam.

Belgium's Language Divide In an effort to reduce the conflict between Flemings and Walloons, Belgian officials drew a line on a map of Belgium just south of Brussels. North of this line all public signs and government documents must be printed in Flemish. South of it they must be written in French. Brussels is officially bilingual with signs and documents in both languages. Belgium's conflict is somewhat similar to Canada's language tensions. In Quebec, the leaders of the provincial government also worked with national leaders to develop a two-language policy.

ONLINE DOCUMENT-BASED INVESTIGATION

Dutch Polders

Have students view the polder animation individually or as a class. You may wish to use the associated question as a discussion prompt.

Analyze Sources How have the Dutch modified their environment to live in a region that lies below sea level? *Possible answer: by building dikes and then pumping out the water from behind dikes to create polders; by creating a national system of dikes, dams, and floodgates to hold back the sea*
In print edition, see Link to Technology feature of same title.

The Benelux Countries

Belgium, the Netherlands, and Luxembourg are called the Benelux Countries. *Benelux* combines the first letters of each country's name. They are also called the Low Countries because of their elevation.

History Many nations and empires dominated the Benelux region. In 1648 the Netherlands gained its independence. It ruled Belgium until 1830, and Luxembourg until 1867, when they gained independence.

In World War II, Germany occupied the Benelux Countries. After the war, they joined the North Atlantic Treaty Organization (NATO) for protection. NATO is an alliance of nations. In the 1950s the Benelux Countries joined the group of nations now known as the EU. The EU allows these small countries a larger market for free trade and allies in solving mutual problems, like environmental issues.

Today, the Benelux Countries each have a parliament and ceremonial monarch. The tiny, densely populated countries lie between larger, stronger countries. This location has led to invasions but has also promoted trade. The Benelux Countries now have wealthy economies.

The Netherlands Bordering the North Sea, the Netherlands is low and flat. Some of the land lies below sea level. The Netherlands includes the historical region of Holland and is sometimes called Holland. The people here are the Dutch, and the language they speak is also called Dutch.

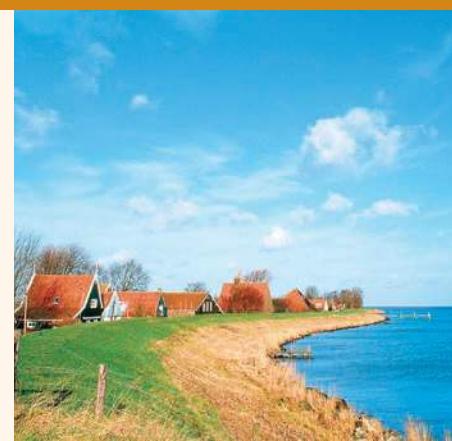
Link to Technology

Dutch Polders

If you look on the physical map of West-Central Europe, you can see that the elevation of the Netherlands is very low. In fact, more than 25 percent of the Netherlands lies below sea level. For centuries, the Dutch have reclaimed land from the sea. These reclaimed lands are called polders.

To create polders, the Dutch build dikes, or earthen walls, near the shoreline. They then use pumps to remove the water behind the dikes. A national system of dikes, dams, floodgates, and storm barriers now holds back the sea.

Unfortunately, creating polders has caused sinking lowlands and other environmental damage. The Dutch are working to address these problems. For example, they are considering restoring some of the polders to wetlands, lakes, and the seas.



Find Main Ideas

How have the Dutch modified their environment to live in a region that lies below sea level?

504 Module 15

SOLVE PROBLEMS

Reclaiming Land from the Sea

1. Remind students that geographers study both how people adapt to their environments and how they use technology to change their environments.

Have students describe ways humans have modified the environment (e.g., dams, flood control projects, irrigation, highways, artificial lakes for recreation).

2. With 991 people per square mile, the Netherlands is among the most densely populated countries in the world. Have students identify the problems that the Netherlands faced as a result of its location, and explain why the Dutch

wanted more land. Have them identify various ways European countries have met the need for more land (*war, conquest, annexation*) and explain how the Dutch solved this problem.

3. Have students create a poster identifying this problem and describing how it was solved, with the positive and negative consequences of the solution.

*Alternative Assessment Handbook, Rubric 28: Posters

Excellent harbors on the North Sea have made the Netherlands a center of international trade. The city of Rotterdam is one of the world's busiest seaports. It is also part of a highly industrial and urban, or city-based, area. This area includes **Amsterdam**, the capital, and **The Hague** (HAYG), the seat of government. Agriculture is also important to the Dutch economy, and Dutch cheese and tulips are world famous.

Belgium Belgium is a highly urban country. More than 95 percent of the people of Belgium live in cities. The capital city, **Brussels**, serves as the headquarters for many international organizations, including the EU and NATO. The city of Brussels is as a result highly **cosmopolitan**, or characterized by many foreign influences.

Language divides Belgium. The coast and the north are called Flanders. The people there speak Flemish. The southern interior is called Wallonia. The people there speak French and are called Walloons. These cultural differences have caused tensions.

Belgium is known for its cheeses, chocolate, cocoa, and lace. The city of Antwerp is a key port and diamond-cutting center.

Luxembourg Luxembourg is a forested, hilly country. Although smaller than Rhode Island, it has one of the world's highest standards of living. Most of the people in Luxembourg are Roman Catholic and speak either French or German.

Luxembourg earns much of its income from services such as banking. The region also produces steel and chemicals. Its small cities are cosmopolitan centers of international business and government.

Summary and Preview As you have learned, France and the Benelux Countries are modern and urban, with strong economies. Next, you will read about Germany and the Alpine Countries.

Reading Check
Compare and Contrast What do the Benelux Countries have in common? How do they differ?

Lesson 2 Assessment

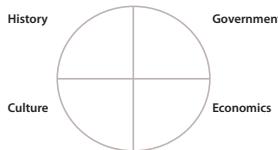
Review Ideas, Terms, and Places

1. a. **Identify** Who was Charlemagne?
b. **Explain** Why is Napoleon considered a significant figure in French history?
c. **Synthesize** Why might the French be proud of their long history?
2. a. **Define** What is impressionism?
b. **Summarize** What are some major contributions of French culture?
c. **Elaborate** How has immigration influenced French culture?
3. a. **Describe** Why is Paris an important city?
b. **Summarize** What is the French economy like?
4. a. **Describe** How does language divide Belgium?
b. **Draw Conclusions** Why might Brussels be such a cosmopolitan city?

- c. **Elaborate** What are some ways in which technology influences human interactions with the environment in the Netherlands?

Critical Thinking

5. **Categorize** Draw a circle chart like the one here. Enter relevant information from the lesson into each category. Within each category, organize the information by country.



Western Europe 505

ONLINE INTERACTIVE TABLES

The Benelux Countries

Have students explore the table about the three Benelux Countries.

READING CHECK

Compare and Contrast What do the Benelux Countries have in common? How do they differ?

Possible answer: in common—low elevations; densely populated; lie between larger and stronger countries; strong economies; high standards of living; centers of international trade, business, and banking; differ—Luxembourg is hilly, the Netherlands is flat; different languages are spoken in each country

Print Assessment

Review Ideas, Terms, and Places

1. a. **Identify** Who was Charlemagne? *ruler of Franks, built Christian empire*
b. **Explain** Why is Napoleon considered a significant figure in French history? *conquered much of Europe*
c. **Synthesize** Why might the French be proud of their long history? *France has been a strong kingdom, a great empire, a colonial power, and a leader of Europe.*
2. a. **Define** What is impressionism? *style of painting using rippling light to create an impression of a scene*
b. **Summarize** What are some major contributions of French culture? *cuisine; impressionism; cathedrals; ideas about government, fashion and film*
c. **Elaborate** How has immigration influenced French culture? *brought other languages, religions, customs*
3. a. **Describe** Why is Paris an important city? *France's capital and largest city*
b. **Summarize** What is the French economy like? *diverse; based on agriculture, manufacturing, trade, tourism*
4. a. **Describe** How does language divide Belgium? *People in Flanders (in the north and on the coast) speak Flemish; the Walloons (in the southern interior) speak French. At times, these cultural differences have caused tensions.*
b. **Draw Conclusions** Why might Brussels be such a cosmopolitan city? *It has many foreign influences since it is home to many international organizations.*

continued

Print Assessment (continued)

- c. **Elaborate** What are some ways technology influences human interactions with the environment in the Netherlands? *People use technology to create polders for more land. They also use dikes, dams, floodgates, and storm barriers to hold back the sea.*

Critical Thinking

5. **Categorize** Draw a circle chart with four equal sections. Use the following labels for the sections: *History, Government, Culture, and Economics*. Enter relevant information from the lesson into each category. Within each category, organize the information by country. *Students' charts will vary but should include details from the text.*

► Online Assessment

1. Drag the events from French history into chronological order from top to bottom.

Celtic peoples from eastern Europe settled in Gaul.

The Romans conquered Gaul and introduced Roman law.

The Frank, a Germanic people, conquered much of Gaul.

The Normans settled in northwestern France.

- Alternate Question** Which group was the first to settle in the region called Gaul?

- the Celts
- the Franks
- the Romans
- the Normans

2. How did French Enlightenment ideas affect the world?

- They led to reforms within the Catholic Church.
- They inspired the development of modern democracy.
- They inspired the development of modern architecture.
- They led to the establishment of colonies in the Americas.

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

French Enlightenment ideas inspired [the American Revolution](#).

3. Which statement best explains why France has a strong economy?

- It is famous for its wine industry.
- It is famous for its perfume industry.
- It has many resorts on the Mediterranean coast.
- It is the top agricultural producer in the European Union.

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

France has a strong economy and is the European Union's top [agricultural producer](#).

4. How has the location of the Benelux Countries affected their economies?

- by promoting trade
- by promoting tourism
- by promoting agriculture
- by promoting shipbuilding

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

The [location](#) of the Benelux Countries has led to invasions but has also promoted trade.

5. **Summarize** Why did the French people overthrow their king in the French Revolution?

From the 1500s to the 1700s, France grew wealthy and powerful by establishing colonies in the Americas, Africa, and Asia. However, at this time, most French people lived in poverty and had few rights. These conditions led to the French Revolution.

6. **Make Generalizations** How much influence does religion have on French culture?

France is a mostly religious society. Most people in France are Catholic, and there are segments of the population that are Muslim, Jewish, and Buddhist. However, the French take the idea of maintaining a secular society very seriously. As a result, religion is not taught in public schools and there is no state religion.

7. **Make Generalizations** Why is Paris considered to be a center of culture?

Paris has a number of world-class art museums, art galleries, and restaurants. It is also the home to a number of cultural landmarks, such as the Eiffel Tower and Notre Dame Cathedral.

8. **Summarize** How have regional differences caused tensions in Belgium?

Belgium has two distinct cultural regions. The coast and the northern part of the country are called Flanders, and the people there speak Flemish. The southern interior is called Wallonia, and the people there speak French. These differences have caused tensions between the two regions.

ADDITIONAL INSTRUCTIONAL MATERIALS

continued from page 501

STRUGGLING READERS

Lesson Preview

1. Pair struggling readers with more proficient readers, and ask students to preview the lesson. Have each pair read the headings, look for bold and highlighted text, and examine the visuals used in the lesson.
2. Invite volunteers to share what they think they will learn about France and the Benelux Countries in this lesson. Discuss the features that helped them draw these conclusions.

*Alternative Assessment Handbook, Rubric 1: Acquiring Information

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More About ...

Connect to Economics: The Tulip Craze Tulips were brought to Holland, now the Netherlands, from Turkey in the mid-1500s. At first, people bought them for their beauty. Prices rose as people sought rare tulips. Hoping to become rich, many people took out loans so they could invest in tulips. They planned to sell tulips for even higher prices. Unfortunately, prices rose so high that no more buyers could be found. As a result, prices for tulips fell—and kept falling. By the 1630s, many people had lost everything they had invested in tulips, including their homes and businesses. At one time during the craze, tulips sold for hundreds of dollars! Today, you can buy one for less than a dollar.

continued from page 502

SPECIAL NEEDS STUDENTS

Cultural Identity vs. Legal Identity

1. Review the term *cultural identity* with students.
2. Show students American identity cards, such as a driver's license or school photo ID. Have students explain the purpose these cards serve.
3. Discuss how a cultural identity is different from a legal or official identity. Have students give examples of beliefs, customs, or practices that are part of American cultural identity.

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

continued from page 503

COLLABORATIVE LEARNING

Passport to Paris

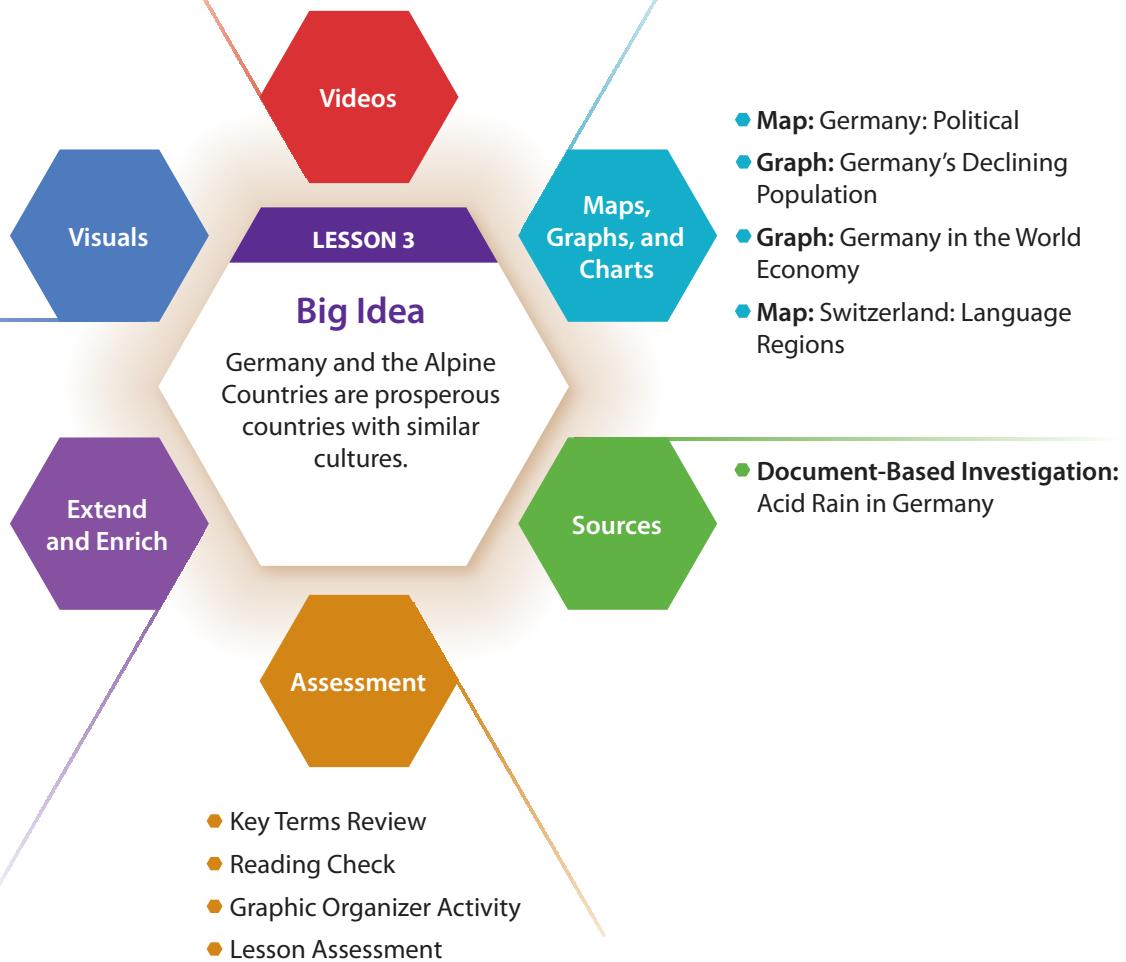
1. Organize the class into four groups. Have each group create a program about Paris for American television. The show is "Passport to Paris," and it describes where Paris is, what to see and do in Paris, and what Parisians enjoy or care about.
2. Within groups, some students might be assigned the task of choosing three or four places for sightseers, such as the Louvre, Eiffel Tower, Champs Elysees, or Notre Dame. Other students might create an interview with someone sitting in a café; a French chef talking about food; or a young person describing French fashion, sports, or music. Still others could provide a map showing where Paris is located and information about its population, public transportation, and economy.
3. If possible, record all skits to create "Passport to Paris."

*Alternative Assessment Handbook, Rubrics 14: Group Activity; and 33: Skits and Reader's Theater



Germany and the Alpine Countries

- The Berlin Wall
- German Culture
- The Alpine Countries



► Online Lesson 3 Enrichment Activities

Emmy Noether

Biography Students read a biography of German mathematician Emmy Noether, then write a job description for mathematicians.

Two Sides of a Wall

Video Students watch a video about living in the divided city of Berlin. Then they write a letter to a friend on the other side of the Berlin Wall.



The Weimar Republic

Article Students read about life in the Weimar Republic, the name given to the German state between 1919 and 1933. Then they explore reasons for the Weimar Republic's instability.

Teach the Big Idea

1. Whole Class Open/Introduction

If YOU lived there . . .

What do you think life in Berlin was like then?

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

Consider the CULTURE in East Berlin then:

- few freedoms
- government-controlled media—TV, radio, and newspapers
- cut off from family and friends on the other side of the wall

Consider the ECONOMY in East Berlin then:

- lack of job opportunities
- limited incomes
- limited choices of goods and services

2. Direct Teach Introduce the Big Idea: *Germany and the Alpine Countries are prosperous countries with similar cultures*. Ask students what they know about the cultural activities of Germany and the Alpine Countries. Write their answers on the board and provide additional examples as needed. Then ask students what they can learn about a place by studying its culture. *values, beliefs, customs, history* Tell students that the countries they will be studying in this lesson share many of these characteristics.

3. Practice/Assess/Inquire Make a two-columned chart labeled *Strengths* and *Limitations*. Refer students to the map on land use and resources in Lesson 1. Have them identify natural resources of Germany and the Alpine Countries. List their responses under *Strengths*. Note that Germany has more resources than the others, which are landlocked and mountainous. Have students describe the limitations of these features. Add these to the chart.

4. Explore (Collaborative Exploration) Note that despite these physical features, the Alpine Countries have strong economies like Germany's.

5. Whole Group Close/Reflect Ask students to write a paragraph describing how Austria or Switzerland have turned limitations into strengths to become prosperous nations.

*Alternative Assessment Handbook, Rubric 40: Writing to Describe

Germany and the Alpine Countries

If YOU lived there . . .

You are walking with your grandfather through Berlin, Germany. He begins telling you about a time when Germany was divided into two countries—one democratic and one communist. A large wall even divided the city of Berlin. Germans could not pass freely through the wall. You think of your friends who live in eastern Berlin. They would have been on the other side of the wall back then.

What do you think life in Berlin was like then?

History of Germany

Some countries have had a strong influence on world events. Germany is one of these countries. Locate Germany on the political map. From its location in the heart of Europe, Germany has shaped events across Europe and the world—for both good and bad.

Growth of a Nation In ancient times, tribes from northern Europe settled in the land that is now Germany. The Romans called this region Germania, after the name of one of the tribes. Over time, many small German states developed in the region. Princes ruled these states. With the support of the Roman Catholic Church, these states became part of the Holy Roman Empire.

For hundreds of years, Germany remained a loose association of small states. Then in 1871, Prussia, the strongest state, united Germany into one nation. As a unified nation, Germany developed into an industrial and military world power.

War and Division From 1914 until 1918, Germany fought and lost World War I. Payments for war damages and a major worldwide depression severely hurt the German economy. Looking for a strong leader, Germans found Adolf Hitler and his Nazi Party. Hitler promised the Germans to restore their country to its former glory. Yet, Hitler ruled ruthlessly and Germany became a dictatorship.

The Big Idea

Germany and the Alpine Countries are prosperous countries with similar cultures.

Main Ideas

- After a history of division and two world wars, Germany is now a unified country.
- German culture, known for its contributions to music, literature, and science, is growing more diverse.
- Germany today has Europe's largest economy, but eastern Germany faces challenges.
- The Alpine Countries reflect German culture and have strong economies based on tourism and services.

Key Terms and Places

Berlin
Protestants
chancellor
Vienna
cantons
neutral
Bern

506 Module 15

ONLINE DOCUMENT-BASED INVESTIGATION

Western Europe

Acid Rain is the third of five document-based investigations that students will analyze in the Western Europe module. Students will read text and study a photograph depicting the effects of acid rain in Germany.

ONLINE GRAPHIC ORGANIZER

Germany and the Alpine Countries

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

Analyze Effects How do Germany's location, natural resources, and climate affect its economy and trade? *Agriculture is possible because of Germany's location, climate, and soil. Its natural resources have led to an economy based on steel, engineering, chemicals, and industry. Its neighbors are its biggest trading partners, which is another way its location affects trade and economy.*



Academic Vocabulary
purpose the reason something is done

In 1939 Germany attacked Poland, starting World War II. Soon, Germany had conquered much of Europe. The Nazis also sought to kill all European Jews in what is called the Holocaust. Germany lost the war, though. By 1945 it lay in ruins, defeated.

After the war, British, French, and U.S. troops occupied West Germany. The Soviet Union's troops occupied East Germany. Over time, two countries emerged.

The city of Berlin was in communist East Germany. Even so, West Germany kept control of the western part of the city. In 1961 communist leaders built the Berlin Wall. The Wall's purpose was to prevent East Germans from fleeing to West Berlin.

A Reunited Germany After World War II, U.S. aid helped West Germany rebuild rapidly. It soon became an economic power. East Germany rebuilt as well, but its economy lagged. In addition, its people had limited freedoms.

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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: **Berlin**, **Protestants**, **chancellor**, **Vienna**, **cantons**, **neutral**, **Bern**.

STRUGGLING READERS

Sequence Events in German History

- To help students organize the information on Germany's history, draw a timeline on the board leaving ample space between segments. Include the following years: 1870, 1890, 1910, 1930, 1950, 1970, and 1990.
- Have students take turns putting dates and key events in Germany's history onto the timeline and explaining why each event was important and the event's consequences or effects.
- Have students use the completed timeline to write a brief summary of the subsection.

*Alternative Assessment Handbook, Rubric 38: Timelines

Teach the Main Idea

After a history of division and two world wars, Germany is now a unified country.

Recall How did Germany change after it was united by Prussia? *grew into an industrial and military world power*

Describe How were the governments of East and West Germany different? *democracy in West Germany, communism in East Germany*

More About ...

Berlin Wall During the Cold War, the wall became a famous symbol of the conflict between democratic Western Europe and Communist, Soviet-controlled Eastern Europe. East Germany's Communist leaders built the wall in 1961 to stop the steady stream of skilled workers, technical experts, scientists, and scholars who fled East Germany after 1949. The wall was heavily guarded, yet about 5,000 East Germans escaped across it to West Berlin. An equal number failed and were captured by East German officials. More than 190 died in their attempts.

ONLINE INTERACTIVE MAPS

Germany: Political

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

Location Which country shares a border with both the former East Germany and the former West Germany? *Czech Republic*

In print edition, see map of same title.

1. Location Which country shares a border with both the former East Germany and the former West Germany? *Czech Republic*

2. Place How did river access to the sea differ between former East and West Germany? *East Germany had no direct access to the sea by river, while West Germany had access to the sea through two rivers.*

ONLINE INTERACTIVE VISUALS

Image with Hotspots: The Berlin Wall

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

Analyze Visuals What were some methods used to keep East Berliners from escaping to West Berlin? *Possible answer: Methods included the wall, a fenced-off "death strip," armed soldiers in watchtowers, and barbed wire.*

Teach the Main Idea

German culture, known for its contributions to music, literature, and science, is growing more diverse.

Identify What famous classical composers have come from Germany? *Bach, Beethoven*

Describe What are some cultural differences among Germany's regions? *regional differences in religion, traditional crafts, dress, food, and celebrations*

Predict What challenges might Germany face as its population becomes more diverse? *integrating new languages, customs, and religions of immigrants into German society*

More About . . .

Connect to History: The Castle of Neuschwanstein

Neuschwanstein The castle of Neuschwanstein in the Bavarian Alps was built by one of the members of Bavarian royalty. King Louis II was also known as "Mad Ludwig." He modeled his home on a medieval castle. It had an indoor garden, a two-story throne room, and an artificial cave. This castle was one of three the king built. The others were attempts to copy Versailles and other palaces of French King Louis XIV.

READING CHECK

Find Main Ideas What major challenges has Germany overcome? *World War I—collapse of Germany's economy; World War II—Germany in ruins; divided into western half occupied by British, French, and U.S. troops; and eastern half occupied by Soviets; later divided into East and West Germany*

The Brandenburg Gate connects eastern and western Berlin. For 28 years, the Berlin Wall blocked the gate. It reopened in 1989.



Reading Check
Find Main Ideas
What major challenges has Germany overcome?

In 1989 movements for democracy swept through Eastern Europe. Communist governments began collapsing, and the Soviet Union didn't have as much control over the countries, like East Germany, that it once dominated. Joyful East Germans tore down the Berlin Wall. In 1990 East and West Germany reunited to form one country. Since then, Germany has once again become a leader in Europe and the European Union (EU).

Culture of Germany

Germans are known as hardworking and efficient people. At the same time, they enjoy their traditions and celebrating their cultural achievements.

People Most Germans share a common heritage. Most are ethnic Germans, and most speak German. Due to a shortage in skilled labor and an aging population, Germany has tried to attract highly skilled workers from diverse groups to immigrate to Germany. As a result, the influence of these immigrants is making Germany more multicultural. The arrival of many refugees and migrants from the Middle East, Europe, and Asia has also made Germany more diverse.

Religion In 1517 the ideas of Martin Luther, a German monk, led to a religious protest movement called the Reformation. Those who protested against the Catholic Church became known as **Protestants**. Protestant churches arose in many Germanic states. Today, in north and central Germany, most people are Protestant. In the south, most are Catholic. In eastern Germany, fewer Germans have religious ties, reflecting the area's communist past. As more people immigrate to Germany, the number of Muslims in Germany is rising, but Muslims still only account for a small percentage of the population. There are also small Jewish and Hindu populations, along with other smaller religious minorities.

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LINK TO LANGUAGE ARTS

Write a Letter

- Divide students into pairs. Have them imagine that they are on vacation together in Germany. Direct students' attention to the photographs in Lesson 3.
- Tell students they have the opportunity to spend a day visiting one of these places. Have students examine the photographs and decide which one to visit.
- Have students write a letter home telling a friend why they chose a particular place or event, what time of day and season it was, how long they stayed, what the weather was like, and so on.

- Then have students use the thesaurus or dictionary to add appropriate adjectives and descriptive phrases to their sentences.

*Alternative Assessment Handbook, Rubrics 40: Writing to Describe; and 25: Personal Letters

German Culture

Germany's long history has enriched its culture. Historic castles dot the landscape, and long-held traditions continue. Blending with this history is a modern culture that includes a love of sports.



A Bavarian Castle King Ludwig II of Bavaria had the fairy-tale Neuschwanstein (noy-SHVAHN-shtyn) Castle built in the mid-1800s. The castle sits amid the Bavarian Alps in southern Germany.



Soccer Fans German soccer fans celebrate a victory. Soccer is the most popular sport in Germany. The country hosted the soccer World Cup in 2006.



Christmas Markets German Christmas markets and fairs, like this one, have been popular for centuries. Booths sell trees, crafts, and food. Rides and music provide entertainment.



Cow Festivals A German teen participates in a traditional Bavarian cow festival. These autumn festivals in the Alps celebrate the cows coming back to the village after spending the summer in mountain pastures.

Analyze Visuals

Which of these images shows long-held traditions?

Customs

Festivals and holidays tell us much about German culture. Religious festivals are very popular. For example, many areas hold festivals before the Christian season of Lent. In addition, Christmas is a major family event. The tradition of the Christmas tree even began in Germany.

Each region has local festivals as well. The best known is Oktoberfest in Bavaria, the region of southeast Germany. This festival is held each fall in Munich (MYOO-nik) to celebrate the region's food and drink.

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ONLINE INTERACTIVE VISUALS

Carousel: German Culture

Have students navigate through the carousel and notes the 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 Which of these images shows long-held traditions? *the cow festival, the Christmas market*

German Culture



A Bavarian Castle King Ludwig II of Bavaria had the fairy-tale Neuschwanstein (noy-SHVAHN-shtyn) Castle built in the mid-1800s. The castle sits amid the Bavarian Alps in southern Germany.

LINK TO SCIENCE

German Contributions to Science

Have students use the Internet to learn about German scientists such as Albert Einstein, Agnes Pockels, Werner Heisenberg, Maria Margaretha Kirch, Johannes Kepler, or Max Planck. Have each student pick one scientist and give a short, illustrated talk about his or her life and scientific contributions.

*Alternative Assessment Handbook,
Rubric 29: Presentations

Teach the Main Idea

Germany today has Europe's largest economy, but eastern Germany faces challenges.

Identify What is Germany's capital and largest city?

Berlin

Describe What is the strongest sector of Germany's economy? *industry, especially chemicals, engineering, steel*

Make Inferences How did reunification slow the growth of the German economy? *Possible answer: Money and resources that might have otherwise gone into new products, technology, or infrastructure went instead into rebuilding the former East Germany.*

More About . . .

Angela Merkel Angela Merkel is the first female chancellor of Germany and a key figure in the European Union. She was born in 1954 in Hamburg, Germany. Merkel received a doctorate in physics and worked as a chemist until she entered politics after the 1989 fall of the Berlin Wall. She quickly rose in the ranks of Germany's Christian Democratic Union party, winning the chancellorship in 2005. She was elected to a fourth term in 2017.

ONLINE INTERACTIVE GRAPHS

Germany in the World Economy

Have students explore the graph and answer the associated question.

Interpret Graphs About how much of the European Union's GDP comes from Germany? *one-sixth*

Reading Check
Summarize
What contributions have Germans made to world culture?

The Arts and Sciences Germany's contributions to the arts and sciences are widely admired. In music, Germany has produced famed classical composers, such as Johann Sebastian Bach and Ludwig van Beethoven. In literature, author Johann Wolfgang von Goethe (GOOH-tuh) ranks among Europe's most important writers. In science, Germans have made contributions in chemistry, engineering, medicine, and physics.

Germany Today

Despite a stormy history, Germany has endured. Today, the country is a leading power in Europe and the world.

Government and Economy Germany is a federal republic. Citizens of Germany can vote in German elections. Citizens vote for a representative and a party to represent them in the lower house of the German parliament. The members of the upper house are selected by the Land, or state, governments. The parliament chooses a **chancellor**, or prime minister, to run the government. The parliament also helps elect a president, whose duties are largely ceremonial. On the world stage, Germany belongs to the EU and NATO (North Atlantic Treaty Organization). EU citizens living in Germany may vote in some local elections.

The German constitution was ratified in 1949 and protects many basic rights of Germans. These rights include the freedom of religion and of expression. However, German law places some limits on the freedom of expression by banning Holocaust denial and the use of Nazi symbols.

Germany's market economy has helped the country become an economic giant. It is Europe's largest economy, producing about one-fifth of all goods and services in the EU. The nation exports a wide range of products. Most of its exports go to other European countries, its closest trade partners. With EU trade partners, there are also no barriers to trade, like tariffs, embargoes, or quotas. However, some exports go to Asia and the Americas. You may be familiar with German cars, such as BMWs or Volkswagens. German exports are influenced by its natural resources, including iron. Trade has helped the German economy thrive.

The German economy is based on industry, such as chemicals, engineering, and steel. The main industrial district is the Ruhr, located in western Germany. Fewer Germans farm than in the past, but agriculture remains important. Major crops that grow well in its climate include grain, potatoes, and grapes. Timber is harvested in the south.

Pollution from all this industry and from vehicle exhaust started having a noticeable impact on the Black Forest and other areas of Germany in the early 1980s. When rain fell and mixed with the pollutants, it became acidic. This acid rain damaged and killed many of the trees in Germany's forests. After figuring out that acid rain was a problem, Germany and other countries around the world reduced pollutants from factories and cars. This change has lessened the impact of acid rain, but the soil in the Black Forest is still acidic and impacts the plants that grow there.

510 Module 15

ONLINE DOCUMENT-BASED INVESTIGATION

Acid Rain in Germany

Have students analyze the photograph and answer the associated question.

Analyze Sources What effects of acid rain do you see in this photo? *Possible answer: Trees in a large part of a forest have died. The trees are still standing, but no longer have needles.*

READING CHECK

Summarize What contributions have Germans made to world culture? *Possible answers: classical music by composers Bach and Beethoven; literature through the works of Goethe; science*

ADVANCED/GIFTED

Germany's Imports and Exports

1. Have students use the library or the Internet to research Germany's imports and exports. Ask students to find the following information: Germany's top five trading partners; Germany's top five exports; Germany's top five imports; the amount of money Germans have spent on imported resources and goods each year since 2010; the amount of money German businesses have made on exporting resources and goods each year since 2010.

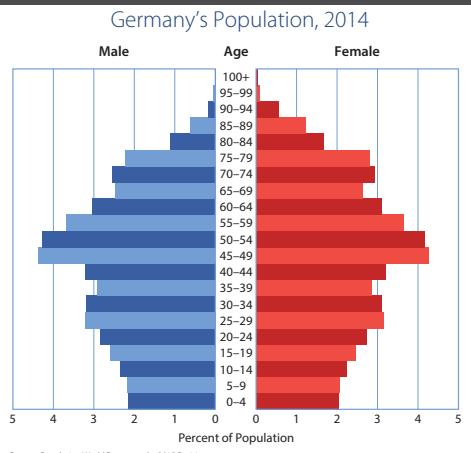
2. Ask students to record their findings in a series of graphs. Have students analyze their graphs and write sentences that identify recent trends in Germany's international trade.

3. Have students share their findings with the class.

*Alternative Assessment Handbook, Rubrics 7: Charts; and 30: Research

Germany's Population, 2014

Germany's population is slowly aging because Germans are living longer and families are becoming smaller.



Interpret Graphs

Which age group in Germany was the largest in 2014?

Teach the Main Idea

The Alpine Countries reflect German culture and have strong economies based on tourism and services.

Recall What are three ways Austria and Switzerland are alike? *landlocked, influenced by German culture, once part of the Holy Roman Empire*

Explain Why did the Habsburg Empire collapse and how did Austria change as a result? *on losing side in World War I; became a republic and grew into a modern industrialized nation*

Draw Conclusions Why might Switzerland's location help it remain neutral? *Because of the Alps, it is more isolated and less accessible than many European countries.*

More About . . .

Women's Suffrage in Switzerland Although Switzerland is one of the world's oldest democracies, women in Switzerland did not gain the right to vote in national elections until 1971. Some individual cantons prohibited women from voting in local elections until the late 1980s.

ONLINE INTERACTIVE GRAPHS

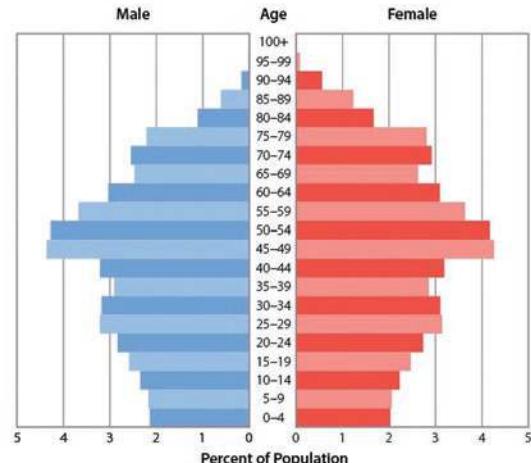
Germany's Declining Population

Have students explore the graph and answer the associated question.

Interpret Graphs Which age group in Germany was the largest in 2014? **45–49**

In the print edition, see graph titled "Germany's Population, 2014."

Germany's Population, 2014



ENGLISH LANGUAGE LEARNERS

Interpret and Create Graphs

- To help students develop the skill of interpreting and creating graphs, draw their attention to the graph "Germany's Population, 2014."
- Ask students: Which age group in Germany was the largest in 2014? Which was the smallest? What age groups do they predict will be the largest and smallest in ten years? Twenty years? Fifty years? Why?
- Organize students into pairs and have them collect data to be displayed in a graph like the one shown. Have students

choose a topic of interest (e.g., favorite places to visit in the community, favorite school subjects, favorite sports teams) and survey the other students in the class or poll friends and family outside of class.

- After students have collected data, help them determine the best way to organize and display their findings in a graph. You may ask students to create a bar graph like the one displayed or choose a more appropriate graph based on the data they have collected.

*Alternative Assessment Handbook, Rubric 7: Charts

READING CHECK

Analyze Effects How did the success of the German economy affect the environment? *Pollution from factories caused acid rain, which hurt the forests.*

For additional instruction, go to end of lesson.



ONLINE INTERACTIVE VISUALS

Image Compare: The Alpine Countries

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

Analyze Visuals How are Vienna and the village in the Swiss Alps alike? How are they different?

Possible answer: They both attract tourists, but Vienna attracts tourists because of its culture and history, and the Alps attract tourists because of their physical geography.

The Alpine Countries

Austria and Switzerland draw millions of tourists each year.

Tourists ride through Vienna, Austria, a city famous for its history and culture.



ONLINE INTERACTIVE MAPS

Switzerland: Language Regions

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

Place What language do people in Bern speak?
German

In print edition, see map of same title.

1. **Place** What language do people in Bern speak?
German

2. **Place** Why might the people in western Switzerland speak French? *They share a border with France.*



GAME

Drag and Drop: Switzerland or Austria?

Have students play the game to test their knowledge of the Alpine Countries by answering the questions.

Austria Austria was once the center of one of the most powerful empires in Europe. The royal Habsburg family came to control this empire. At its height, the Habsburg line ruled the Netherlands, Spain, and much of Germany, Italy, and Eastern Europe.

In 1918, however, the Habsburgs were on the losing side of World War I. After the war, Austria became a republic. Since then, Austria has grown into a modern, industrialized nation. Today, it is a federal republic and EU member.

Most Austrians speak German and are Roman Catholic. The city of **Vienna** is Austria's capital and largest city. Located on the banks of the Danube, Vienna was once the center of Habsburg rule. Today, historic palaces grace the city, which is a center of music and the fine arts.

Austria has a prosperous economy with low unemployment. Service industries, such as banking, are important and employ more than half of Austria's workforce. Tourism is important as well.

Switzerland Since the 1600s Switzerland has been an independent country. Today, it is a federal republic with 26 districts called **cantons**. Citizens are active in local government. In addition, all male citizens serve for a period in the militia, a citizen army.

Switzerland's location in the Alps has helped it remain **neutral** for centuries. Neutral means not taking sides in international conflict. To stay neutral, Switzerland has not joined the EU or NATO. However, the Swiss are active in other international organizations.

As the map shows, the Swiss speak several languages. The main languages are German and French. Romansh and Italian are the two

The Alpine Countries

Austria and Switzerland draw millions of tourists each year. On the right, tourists ride through Vienna, Austria, famous for its history and culture. At left, a mountain village shows the beauty of the Swiss Alps.



Analyze Visuals
How are Vienna and the village in the Swiss Alps alike?
How are they different?



512 Module 15

COLLABORATIVE LEARNING

Compare and Contrast

1. Divide students into four groups: Alpine Countries, Benelux Countries, France, and Germany. Have each group create a Fact File for its country or countries with information such as physical features, natural and human resources, economic activities, and cultural features and achievements.

2. After the Fact Files are completed, put the Benelux and Alpine groups together and France and Germany groups together. Have these larger groups share information and use it to compare and contrast their countries or subregions.

3. Areas for comparison can also include challenges each faced and how each met these challenges.

4. Encourage groups to present their findings in a variety of ways including computer presentations, panel discussions, skits, and posters.

*Alternative Assessment Handbook, Rubrics 9: Comparing and Contrasting; and 29: Presentations



Reading Check

Contrast
How are the countries of Austria and Switzerland different?

other official languages. Each canton of Switzerland chooses its official language. Switzerland's capital, **Bern**, is centrally located to be near both German- and French-speaking regions. Unlike in Austria, only a little over a third of Switzerland's population is Catholic, and about a quarter identify as Protestant.

Switzerland has one of the world's highest standards of living. It is famous for its banks, watches and other precision devices, and chocolate and cheese.

Summary and Preview You have read that Germany is an economic power with a rich culture, while the Alpine Countries are prosperous with beautiful mountain scenery. In the next lesson, you will learn about the British Isles.

Lesson 3 Assessment

Review Ideas, Terms, and Places

- Why is Adolf Hitler significant in history?
What events led to German reunification?
- What are some popular festivals in Germany?
What contributions are diverse groups making to Germany?
- What is the role of Germany's chancellor?
Why has Germany's economy slowed?
Compare how Germany's climate, location, and natural resources affect its economy and trade with how another country you've learned about is affected by those factors.

- What are cantons, and where are they found?
How are the Alps a valuable resource?

Critical Thinking

- Draw a Venn diagram like this one. List the differences and similarities between Germany and the Alpine Countries.



Western Europe 513

SPECIAL NEEDS STUDENTS

Analyze a Map

- Make copies of a map of Switzerland. Help students use the color key in their textbooks to color in the same areas on their maps.
- Then have students say one sentence about each region shown on the map. For example, "Many people who live in the western part of Switzerland speak French."

*Alternative Assessment Handbook,
Rubric 21: Map Reading

READING CHECK

Contrast How are the countries of Austria and Switzerland different? **Austria**—people speak **German** and are **Roman Catholics**, **federal republic**, **EU member**; **Switzerland**—people mainly speak **German** or **French**, most are not **Catholic**, **not EU member**, has **neutral status**, **democratic confederation**

Print Assessment

Review Ideas, Terms, and Places

- Identify** Why is Adolf Hitler significant in history? *led Germany into WW II, caused the Holocaust, left Germany divided and in ruins*
- Sequence** What events led to German reunification? *In 1989 democratic movements swept Eastern Europe, communism collapsed, and East Germans tore down Berlin Wall.*
- Recall** What are some popular festivals in Germany? *Oktoberfest, Christmas*
- Evaluate** What contributions are diverse groups making to Germany? *Highly-skilled workers from around the world are joining the German workforce.*
- Describe** What is the role of Germany's chancellor? *runs the government, like a prime minister*
- Explain** Why has Germany's economy slowed? *The economy of the former East Germany lags behind and has high unemployment.*
- Analyze** Compare how Germany's climate, location, and natural resources affect its economy and trade with how another country you've learned about is affected by those factors. *Answers will vary, but students may note that Germany has iron as a natural resource. It manufactures and exports cars. Most of its trade is with nearby countries. Its climate affects what farmers can grow.*
- Define** What are cantons, and where are they found? *political districts in Switzerland*
- Analyze** How are the Alps a valuable resource? *The Alps are a major tourist attraction.*

Critical Thinking

- Compare and Contrast** Draw a Venn diagram. List the differences and similarities between Germany and the Alpine Countries. *Possible answers: alike—German culture, language, strong economies; different—Austria is mostly Catholic; French is also spoken in Switzerland*

► Online Assessment

1. When did Germany first become an industrial and military world power?
 - after it joined the European Union
 - after it rebuilt following World War II
 - after Prussia united the German states into one nation
 - after the German states became part of the Holy Roman Empire

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

After **Prussia** united Germany into one nation, Germany developed into an industrial and military world power.

2. How has Germany begun to change in recent years?

- It has become more diverse.
- It has become more religious.
- It has become less populated.
- It has become less industrialized.

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

As a result of trying to attract highly skilled workers to immigrate to Germany, the country has become more **multicultural**.

3. How has Germany's membership in the EU affected the country?

- Membership in the EU has decreased immigration.
- Membership in the EU has increased unemployment.
- Membership in the EU has made it easier to export goods.
- Membership in the EU has made it easier to reduce pollution.

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

Germany's membership in the EU has made it easier to **trade goods** with other European countries.

4. How are Austria and Switzerland similar?

- Both were original members of NATO.
- Both have a mostly Protestant population.
- Both were on the losing side of World War I.
- Both are heavily influenced by German culture.

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

One similarity between Austria and Switzerland is that many people in both countries speak **German**.

5. **Cause and Effect** How did losing World War I affect Germany?

Germany was forced to pay for damages caused by the fighting in World War I. These payments, coupled with a worldwide economic depression, severely hurt the German economy. Germans began looking for a strong leader to bring them out of this crisis. As a result, Adolf Hitler and his Nazi Party rose to power.

6. **Make Generalizations** How does membership in religious groups vary by region in present-day Germany?

Today, most people in north and central Germany are Protestant. In the south, most people are Catholic. In eastern Germany, the area's communist past has resulted in fewer Germans having religious ties.

8. **Summarize** How has industrialization affected Germany's Black Forest?

In the past, pollution produced by German industries, when mixed with rainfall, became acidic. This acid rain damaged and killed many of the trees in Germany's forests, including those in the Black Forest. Although Germany has reduced the amount of pollutants its factories emit, and lessened the impact of acid rain, the soil in the Black Forest is still acidic. This has a negative effect on the plants that grow there.

10. **Make Generalizations** How does physical geography affect the economies of Austria and Switzerland?

Austria and Switzerland are known as the Alpine Countries because the Alps cover both of them. The beauty of these mountains draws many people, which has resulted in both countries having economies that are based partly on tourism.

ADDITIONAL INSTRUCTIONAL MATERIALS

continued from page 510

More About . . .

Misconception Alert Some students may have heard that there are no speed limits on the German highway system—the Autobahn. Contrary to this misconception, the Autobahn does indeed have speed limits.

Although there are still sections where drivers can travel as fast as they want to, those are limited. In most places along the highway, the recommended top speed is 80 miles per hour (130 kilometers per hour).

Connect to Today: Still Struggling The problems of reuniting Germany after 40 years have proven more difficult and costly than West German officials expected. Under the Communist-controlled, command economy, many factories in East Germany were inefficient and unproductive by West German standards. After East Germany's collapse, the government privatized or closed many of these state-run factories. Hundreds of thousands of East Germans lost their jobs and became dependent on government subsidies. At the same time, East Germany's roads, rail line, telephones, and other infrastructure had deteriorated. Today, the gap is closing but unemployment remains higher in eastern Germany than in western Germany.

continued from page 511

EVALUATE INFORMATION

Germany's Population

1. Examine with students the population pyramid. Based on the data, have students describe Germany's population. *It is aging.* Point out that in Germany, the median age is about 42 years and about 18 percent of the people are 65 and over. By comparison, in Mexico the median age is 25 and 5 percent of the people are 65 and over. Explain that since 1960, the number of births each year has fallen by nearly half. In the 1990s the population grew slightly due to immigration.
2. Have students suggest ways the government might use this data to plan for the future. Discuss whether Germany will need more schools or health care workers, more kindergartens or hospitals.
3. Have students write a paragraph explaining how the changing population might affect the economy, immigration policy, or health care and retirement systems in years to come.

*Alternative Assessment Handbook, Rubric 42: Writing to Inform

Lesson 4 Planner



The British Isles



► Online Lesson 4 Enrichment Activities

Mary, Queen of Scots

Biography Students read a biography of Mary, Queen of Scots, one of the most controversial monarchs of the 16th century. Then they create a family tree for her.

Languages of Europe

Article Students read a brief article about the diversity of languages in Europe, then create a poster of English words that come from different languages.

More About Winston Churchill

Biography Students read about the life of Winston Churchill and his political career, then create a political cartoon about some aspect of his career.



Teach the Big Idea

1. Whole Class Open/Introduction

If YOU lived there ...

Why might culture in the British Isles be similar?

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

Consider the HISTORY:

- small, unique region, separate from Europe
- tied together as part of Roman Empire
- all led by England, as part of British Empire

Consider the PEOPLE:

- common heritage
- have had close ties for many years
- share other culture traits, such as soccer

2. Direct Teach Introduce the Big Idea: *Close cultural and historical ties link the people of the British Isles today.* Ask students to identify some of their favorite musical groups, books and authors, movies and actors. After you have recorded several responses on the board, have students pick out those from the British Isles. Ask students why British culture is so popular around the world.

3. Practice/Assess/Inquire Ask students to review the political map of the British Isles in this section. Then write three headings where students can see: *History, Culture, British Isles Today.* Ask students to provide details to go under each heading, referencing the map as they list each detail.

4. Explore (Collaborative Exploration) Ask students to suggest the most lasting effect the British Isles have had on the world. Then ask them to identify challenges facing the British Isles and how they might be met.

5. Whole Group Close/Reflect Ask students to review a newspaper and make notes on stories about the British Isles. This might include stories about former colonies or popular culture. Have them give a short oral report on their findings.

*Alternative Assessment Handbook, Rubric 24: Oral Presentations

ONLINE DOCUMENT-BASED INVESTIGATION

Western Europe

The Celts is the fourth of five document-based investigations in this module. Have students watch the video to learn more about the Celts.

Lesson 4

The British Isles

If YOU lived there ...

You have family and friends who live throughout the British Isles. On visits, you have discovered that the people of England, Ireland, Scotland, and Wales share the same language, use the same type of government, and eat many of the same foods.

Why might culture in the British Isles be similar?

History

Two independent countries—the Republic of Ireland and the United Kingdom—make up the British Isles. Locate the United Kingdom on the British Isles map in this lesson. As you can see, the countries of England, Scotland, Wales, and Northern Ireland make up the United Kingdom.

Early History The history of the British Isles dates back thousands of years. Early settlers built Stonehenge, an ancient monument, some five thousand years ago. Around 450 BC, the Celts (KELTS) arrived in the British Isles and settled Scotland, Wales, and Ireland. Britain was even part of the ancient Roman Empire.

In the Middle Ages, a series of invaders ruled the British Isles. The Angles, Saxons, and Vikings all established small kingdoms in Britain. Finally, in 1066, the Normans from northern France conquered England and established a strong kingdom there.

Over time, England grew in strength and power. It soon overshadowed its neighbors in the British Isles. By the 1500s strong rulers like Queen Elizabeth I had turned England into a world power.

Rise of the British Empire A strong economy and mighty navy helped England build a vast empire. Over time, England joined with Wales and Scotland to create the United Kingdom of Great Britain. Eventually, Ireland was annexed, too. England also launched an overseas empire. By the 1800s Britain had colonies in the Americas, India, and Australia.

The United Kingdom's economy soared in the 1700s and 1800s, thanks to the Industrial Revolution. Industries like iron, steel, and textiles, or cloth products, helped make the United Kingdom one of the world's richest countries.

514 Module 15

Teach the Main Idea

Invaders and a global empire have shaped the history of the British Isles.

Recall What two countries make up the British Isles? *the Republic of Ireland and the United Kingdom*

Cause and Effect Why did the economy of the United Kingdom grow so quickly in the 1700s and 1800s? *The Industrial Revolution created strong industries like textiles, iron, and steel.*

Cause and Effect Why did tensions between the United Kingdom and Ireland increase during and after the 1840s? *Ireland experienced a famine and England did not provide needed support.*

Recall Which event marked the beginning of the time when Great Britain gave up most of its colonies? *World War II*

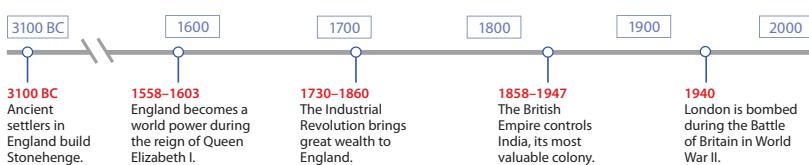
ONLINE DOCUMENT-BASED INVESTIGATION

The Celts

Have students watch the video titled The Celts. You may wish to use the associated question as a discussion prompt.

Analyze Sources How did the Celts modify their environment? *Possible answer: They took timber, mud, and thatch from their environment to build round houses, cultivated wheat, carved into hillsides to build forts with defensive walls, and built amphitheaters and monuments from stone.*

Timeline: History of the British Isles



Interpret Timelines

About how many years ago was Stonehenge built?

Not everyone benefited, however. In the 1840s a severe food shortage devastated Ireland. Lack of support from the English government during the famine increased tensions between the two countries.

By the late 1800s the British Empire spanned the globe. Africa, Asia, Australia, and the Americas were all home to British colonies. At its height, the British Empire was the largest empire in history.

Decline of Empire In the 1900s the British Empire began to fall apart. Both World War I and the Great Depression hurt the British economy. Rebellions in Ireland forced Britain to grant self-rule to all but the northern part of Ireland. In 1949 the Republic of Ireland gained full independence. Movements for independence also emerged in Britain's overseas colonies. After World War II, Great Britain gave up most of its colonies. The British Empire was no more.

Culture

For years, the British ruled much of the world. As a result, the government, people, and popular culture of the British Isles have influenced people all around the globe.

Government The government of the United Kingdom is a **constitutional monarchy**. In this type of democracy, a monarch, or a king or queen, serves as head of state. However, a legislature, often a parliament, makes the laws.

BIOGRAPHY

Sir Winston Churchill 1874–1965

Sir Winston Churchill guided the United Kingdom through the dark days of World War II. Churchill was appointed prime minister shortly after the beginning of World War II. He inspired the British to continue fighting despite Germany's defeat of much of Europe. He encouraged British citizens to "never surrender." His creation of an alliance with the Soviet Union and the United States led to Germany's eventual defeat. Churchill's determination helped the Allies win the war.

Evaluate

Do you think Churchill was important to British history? Why or why not?



Western Europe 515

Teach the Main Idea

British culture, such as government and music, has influenced much of the world.

Explain What was Magna Carta and why was it important? *It was a document that limited the powers of kings and required everyone, including kings, to obey the law. It helped establish the principle of limited government.*

Identify Who makes the laws in the United Kingdom? *Parliament, Britain's legislative body*

Draw Inferences How do you think a common ancestry helps keep the British Isles stable?

Possible answer: common ancestry might strengthen national identity

More About . . .

Scottish Kilts The plaid patterns in Scottish kilts, called tartans, have a variety of colors and stripes of different widths. Each is associated with a particular Scottish clan, regiment, or district of Scotland. There are more than 100 patterns in use today.

ONLINE INTERACTIVE TIMELINES

Timeline: History of the British Isles

Have students explore the timeline using the interactive features and answer the question.

Interpret Timelines About how many years ago was Stonehenge built? *5,100*

BIOGRAPHY

Sir Winston Churchill (1874–1965)

Have students read the biography of Sir Winston Churchill and answer the associated question.

Evaluate Do you think Churchill was important to British history? Why or why not? *Answers will vary, but students' opinions should be based on information in the text.*

READING CHECK

Sequence What major events mark the history of the British Isles? *Possible answer: Norman conquest in 1066, world power in 1500s, Industrial Revolution in 1700s and 1800s, empire spans the globe by late 1800s, decline of empire in 1900s*

ONLINE GRAPHIC ORGANIZER

The British Isles

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:

Elaborate Why do you think the economy of the British Isles is so strong? *Possible answer: The stable government, good supply of natural resources, and strong history of the British Isles have allowed the region to prosper.*

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: **constitutional monarchy, Magna Carta, London, Dublin, disarm.**

ONLINE INTERACTIVE VISUALS

Image with Hotspots: A Textile Mill

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

Analyze Visuals What powered all the machines in the mill? *steam*

For additional instruction, go to end of lesson.

► ONLINE ANALYZE VIDEOS

Elizabeth II, Longest Serving Queen

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

Analyze Videos What are Queen Elizabeth's duties? *opening Parliament, meeting with prime minister, hosting foreign leaders*



► ONLINE ANALYZE VIDEOS

1964

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

Analyze Videos Which age group was particularly excited about the Beatles' visit? *teenagers*



READING CHECK

Summarize What parts of British culture have spread around the world? *literature, music, language*

The English first limited the power of monarchs in the Middle Ages. A document known as **Magna Carta**, or Great Charter, limited the powers of kings. It also required everyone to obey the law, including kings. Today, Magna Carta's influence still can be seen in the governments of many countries, including the United Kingdom and the United States. In these governments, government is limited and everyone must obey the laws.

Today, a prime minister leads the British government. Most members of Britain's legislative body, known as Parliament, are elected. British and Irish citizens living in the United Kingdom can vote in all elections for the area in which they live. Unlike in Germany, where only citizens can vote in all elections, citizens of Commonwealth countries who live in the United Kingdom can vote in elections. Commonwealth countries include many countries that are or were controlled by the United Kingdom, like Australia and India. While people vote for members of Parliament, the leader of the controlling party of Parliament is appointed as prime minister.

The Republic of Ireland has a president as head of state. The president, who has limited powers, appoints a prime minister. Together with the Irish parliament, the prime minister runs the government.

People For hundreds of years, the countries of the British Isles have had close ties. As a result, the countries share many culture traits. One similarity is their common heritage. Many people in the British Isles can trace their heritage to the region's early settlers, such as the Celts, Angles, and Saxons. Sports like soccer and rugby are another shared trait among the people of Britain. English is spoken throughout the British Isles, though people in Wales, Scotland, and Ireland also speak Celtic languages.

Although people in the British Isles share many culture traits, each region still maintains its own unique identity. This is particularly true in Ireland and Scotland. Unlike the rest of the British Isles where most people are either Protestant or not religious, most Irish are Roman Catholic.

People in different regions of the British Isles hold fast to regional traditions and customs. Here, Scots proudly display two symbols of Scottish culture—bagpipes and kilts.



516 Module 15

COLLABORATIVE LEARNING

British Prime Ministers

Materials: a list of British prime ministers beginning with Robert Walpole through present day

1. Organize students into small groups. Show students the list of prime ministers or distribute copies to them. Explain that each prime minister had strengths and weaknesses, successes and failures.
2. Explain to students that they will be researching British prime ministers to get an overall feel for English history.

3. Assign one prime minister to each group. Have students use the library, the Internet, or other resources to prepare an oral report on their prime minister's years of service, wars, major changes and events, or other important details.

4. Make a list on the board and have groups present their reports chronologically.

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

Additionally, Irish Gaelic, a Celtic language, is one of the Ireland's official languages. The people of Scotland have also maintained their unique culture. It is not unusual in Scotland to see people wearing kilts and playing bagpipes on special occasions.

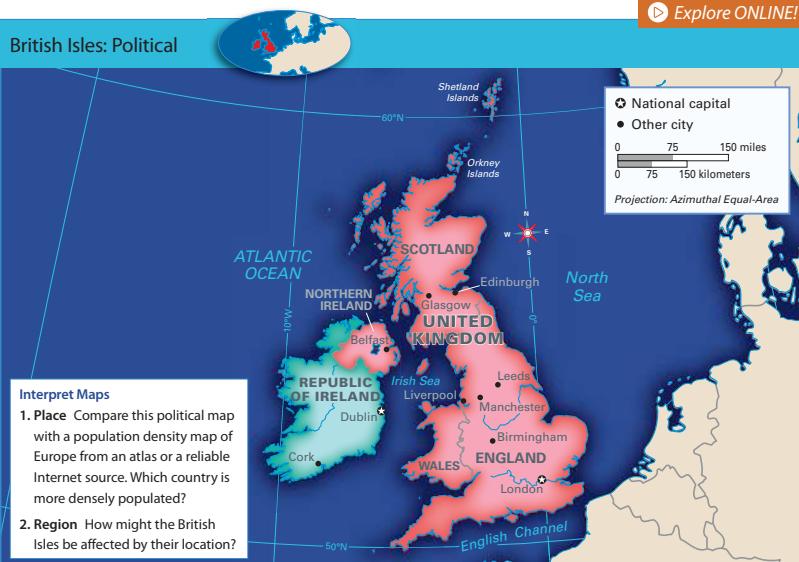
Immigrants from all corners of the world have settled in Britain. Many immigrants from former British colonies, such as India and Jamaica, add to the rich culture of the British Isles.

Popular Culture Popular culture of the British Isles influences people all around the globe. For example, English is the language of business, education, and the Internet in many places. British and Irish music and literature are also popular. Millions of people around the globe listen to music by bands like Ireland's U2 and England's the Beatles and read works by British authors like William Shakespeare and J.K. Rowling.

British Isles Today

The British Isles face some challenges. Efforts to maintain a powerful economy, the United Kingdom's relationship with the EU, and challenges to peace in Northern Ireland are key issues in the British Isles today.

The Economy The economies of both the United Kingdom and the Republic of Ireland are among the strongest in Europe. North Sea energy reserves have made the United Kingdom a major producer of oil



SPECIAL NEEDS STUDENTS

British Influence on U.S. Culture

- Ask students to name ways that British popular culture has affected culture in the United States. Students might mention that British culture has affected the music we listen to, the clothes we wear, and the movies we see.
- Provide students with magazines focusing on popular culture. Have each student prepare a small collage or poster that displays at least three instances of British influence on the culture of the United States.

- Have each student display his or her collage or poster and explain to the class what it illustrates.

*Alternative Assessment Handbook,
Rubric 8: Collages

Teach the Main Idea

Efforts to bring peace to Northern Ireland and maintain strong economies are important issues in the British Isles today.

Identify What religious groups moved to Northern Ireland in the 1600s? *Protestants from England and Scotland*

Recall Which two cities are central to the economy of the British Isles? *London and Dublin*

Explain Why did some people in the United Kingdom want to leave the European Union? *They were concerned about the number of immigrants from EU countries and the amount of money the United Kingdom pays to be a part of the EU.*

Draw Inferences Why do you think some Catholics in Northern Ireland want to break away from Great Britain and join the Republic of Ireland? *Possible answers: The Republic of Ireland is mostly Catholic; Catholics believe they would be treated more fairly than by Protestants in Northern Ireland.*

More About . . .

London and Dublin Both London and Dublin have been settled for about 2,000 years. Dublin was probably founded by Vikings and was first mentioned in the second century by the geographer Ptolemy. In Gaelic, its name (*Dubh-linn*) means "Black Pool." London was settled by the Romans as a communications center after they invaded England in the first century AD. Its original name was "Londinium."

ONLINE INTERACTIVE MAPS

British Isles: Political

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

Location Which major city in the United Kingdom is located farthest south? *London*

In print edition, see map of same title.

- Place** Compare this political map with a population density map of Europe from an atlas or a reliable Internet source. Which country is more densely populated? *United Kingdom*
- Place** How might the British Isles be affected by their location? *Possible answers: contact with Europe and other countries, climate*

► ONLINE ANALYZE VIDEOS

London Landmarks

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

Analyze Videos Which London landmark has served as a royal residence, a zoo, and a prison?
The Tower of London has served as a royal residence, a zoo, and a prison.



► PLAY VIDEO 2:26
London Landmarks

H HISTORY

► ONLINE ANALYZE VIDEOS

Brexit

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

Analyze Videos What is one reason people supported Britain leaving the European Union?
Possible answer: Some British people argued that Britain was being restricted by laws passed by European Union Commission, a governing body that the British did not elect.



and natural gas. The economy of the United Kingdom also relies on service industries like banking, tourism, and insurance. Such industries are centered in cities. As a result, most people in the United Kingdom live in urban areas. For example, **London**, the capital of the United Kingdom, is a center for world trade, finance, and industry. Liverpool and Manchester are also centers of industry and trade. Both cities are also near coal mines. Initially, Manchester grew because it had rivers to power textile mills. Liverpool was a port city.

Since the United Kingdom is an island nation, its trade is dependent on shipping and its ports are important. The United Kingdom's location on the Atlantic Ocean and its historical ties to the United States have made the United States an important trade partner.

In Ireland, computer equipment and software have become major industries, especially near **Dublin**, Ireland's capital. High literacy rates, good infrastructure, and favorable tax laws enabled this growth. The Irish economy's recovery after the 2008 global recession has been strong. Like the United Kingdom, the Republic of Ireland is reliant on the service sector.

Brexit The United Kingdom joined the European Union in 1973. In June 2016 there was a referendum, or a yes or no vote on one issue, about whether or not the citizens of the UK wanted to leave the EU. This departure has been nicknamed Brexit, a combination of the words *British* and *exit*. Many people who voted for Brexit were concerned about the number of immigrants from EU countries and the amount of money the United Kingdom pays to be a part of the EU. Many people who voted to remain a part of the EU thought the trade benefits and ability to travel and move freely within Europe outweighed the downsides of membership. The majority of people voted that they did want to leave the EU.



London is the largest city in the British Isles and serves as one of Europe's major financial centers. In the past, London was affected by air pollution from burning coal, and its skyline was hazy at times. Now, the traffic in the city produces high levels of air pollution.

518 Module 15

ADVANCED/GIFTED

English Monarchs

1. Have students research one of England's kings or queens.
2. Then ask each student to use his or her findings to write a poem or song that commemorates the selected monarch's reign.

3. Invite volunteers to perform their poems or songs for the class.

*Alternative Assessment Handbook, Rubric 26: Poems and Songs

On March 29, 2017, British prime minister Theresa May formally asked the European Council to withdraw from the EU. From that date, the EU and the United Kingdom have two years to work out all the details of what Brexit will look like and what new treaties and trade deals the United Kingdom will have with the EU. The United Kingdom may now face trade quotas and tariffs from some of their closest trading partners.

Northern Ireland One of the toughest problems facing the British Isles today is conflict in Northern Ireland. Disputes between the people of Northern Ireland have a long history.

In the 1500s Protestants from England and Scotland began settling in Northern Ireland. Over time, they outnumbered Irish Catholics in the area. When Ireland became a separate state, Northern Ireland's Protestant majority chose to remain part of the United Kingdom.

Since then, many Catholics in Northern Ireland believe they have not been treated fairly by Protestants. Some Catholics hope to unite with the Republic of Ireland. For years, the two sides waged a bitter and violent struggle. In the late 1990s peace talks began between the two warring sides. An **agreement** eventually led to a cease-fire and the creation of a national Assembly in Northern Ireland that takes care of much of the local governing. However, the refusal of some groups to **disarm**, or give up all weapons, delayed the peace process. Hopes are high that peaceful relations between the groups will continue. However, a scandal in the Assembly, difficulty finding compromises within the power-sharing agreement, and concern over how Brexit will affect Northern Ireland mean that Northern Ireland is once again in a difficult time.

Summary and Preview You have learned about the rich history and culture of the British Isles. Next, you will learn about the countries of Scandinavia.

Academic Vocabulary
agreement a decision reached by two or more people or groups

Reading Check
Summarize
What is Brexit?

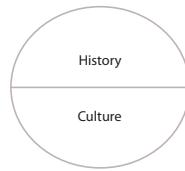
Lesson 4 Assessment

Review Ideas, Terms, and Places

1. a. **Identify** What peoples invaded the British Isles?
b. **Make Inferences** How did the Industrial Revolution strengthen the British Empire?
2. a. **Describe** What elements of British culture are found around the world?
b. **Explain** How did Magna Carta affect British government?
3. a. **Define** What does *disarm* mean?
b. **Analyze** What are the causes of the continuing conflict in Northern Ireland?
c. **Explain** How has the status of Northern Ireland changed over time?
d. **Elaborate** Why do you think the economy of the British Isles is so strong?

Critical Thinking

4. **Summarize** Using a graphic organizer like the one here, summarize the history and culture of the British Isles in your own words.



Western Europe 519

STRUGGLING READERS

Identify Main Ideas

1. Read aloud the information about Northern Island and have students follow along.
2. Ask students to identify the main point of this section. Ensure that students understand that conflicts exist between the people of Great Britain and Northern Ireland.

3. Ask students questions based on the reading. Have students locate and read the answers aloud.

*Alternative Assessment Handbook, Rubric 18: Listening

READING CHECK

Summarize What is Brexit? *the United Kingdom leaving the EU*

Print Assessment

Review Ideas, Terms, and Places

1. a. **Identify** What peoples invaded the British Isles?
Celts, Angles, Saxons, Vikings, Normans
b. **Make Inferences** How did the Industrial Revolution strengthen the British Empire?
Industries helped make the United Kingdom one of world's richest countries.
2. a. **Describe** What elements of British culture are found around the world? *literature, music, language*
b. **Explain** How did Magna Carta affect British government? *limited the powers of kings; required everyone to obey the law*
3. a. **Define** What does *disarm* mean? *to give up all weapons*
b. **Analyze** What are the causes of the continuing conflict in Northern Ireland? *Catholics feel they haven't been treated fairly by the Protestant majority, power sharing is difficult, scandals in the Assembly, and concern over the Brexit have caused continuing conflict.*
- c. **Explain** How has the status of Northern Ireland changed over time? *At first it was controlled by the United Kingdom, just like the rest of Ireland. It stayed a part of the United Kingdom when Ireland became its own state and there was a lot of violence. Now there is an Assembly, but it's still part of the United Kingdom. It is more peaceful now than it was.*
d. **Elaborate** Why do you think the economy of the British Isles is so strong? *Possible answers: stable government, resources, industries*

Critical Thinking

4. **Summarize** Draw a circle and divide it into two equal halves. Label one section *History* and the other section *Culture*. Use the graphic organizer to summarize the history and culture of the British Isles in your own words. *History—invaders, strong empire, declining empire; Culture—stable democracy, people sharing culture traits, influential popular culture; Britain's history as a strong country and world power helped make its culture influential around the world today.*

► Online Assessment

1. Which of the following allowed England to build a vast empire?
 - a world war
 - a mighty navy
 - the Irish famine
 - the Norman invasion

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

A **strong economy** and mighty navy helped England build a vast empire.

2. How has Magna Carta influenced countries around the world?
 - by getting them to grant their colonies independence
 - by getting them to require everyone to obey the laws
 - by getting them to adopt the constitutional monarchy form of government
 - by getting them to require members of their legislative bodies to be elected

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

Because of Magna Carta, many countries, including the United Kingdom and the United States, have **limited government** and everyone must obey the laws.

3. Why did many people vote in favor of Brexit?
 - because of concerns about decreased trade
 - because of a desire to control oil production
 - because of a desire to expand textile production
 - because of concerns about increased immigration

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

Many people who voted for Brexit were concerned about the number of immigrants from EU countries and **the costs paid by** members of the EU.

4. **Summarize** Why did the British Empire fall apart?

The British economy was greatly harmed by World War I and the Great Depression. Britain granted self-rule to all but the northern part of Ireland after a series of rebellions. In 1949 the Republic of Ireland gained full independence. After World War II, independence movements arose in Britain's overseas colonies. Britain gave up most of its colonies, and the British Empire ceased to exist.

5. **Compare and Contrast** How are the cultures of Ireland and Scotland similar and different? Describe one similarity and one difference.

Although English is spoken throughout the British Isles, people in Scotland and Ireland also speak Celtic languages. In the culture of Scotland, some people wear kilts and play bagpipes on special occasions. Kilts and bagpipes are not a part of Irish culture.

6. **Make Inferences** Why do many Protestants in Northern Ireland want to remain part of the United Kingdom?

Many Protestants in Northern Ireland want to remain part of the United Kingdom because they are a religious minority in a mostly Catholic nation. If Northern Ireland were to become a part of the Republic of Ireland, they fear that they would not be treated fairly.

ADDITIONAL INSTRUCTIONAL MATERIALS

continued from page 514

More About . . .

The Irish Potato Famine During the early 1800s, the main crop grown by Irish farmers was potatoes. When the potato crop was damaged by a disease called “late blight” in 1845, there wasn’t enough food to eat. Over the next five years, about 1 million people died from starvation and disease. Conditions were so bad that another 1 million people are estimated to have immigrated to the United States and other countries. During the famine, food was often exported to England, where people could afford it. This caused bitter feelings among many Irish people toward the British.

continued from page 515

ENGLISH LANGUAGE LEARNERS

New Vocabulary

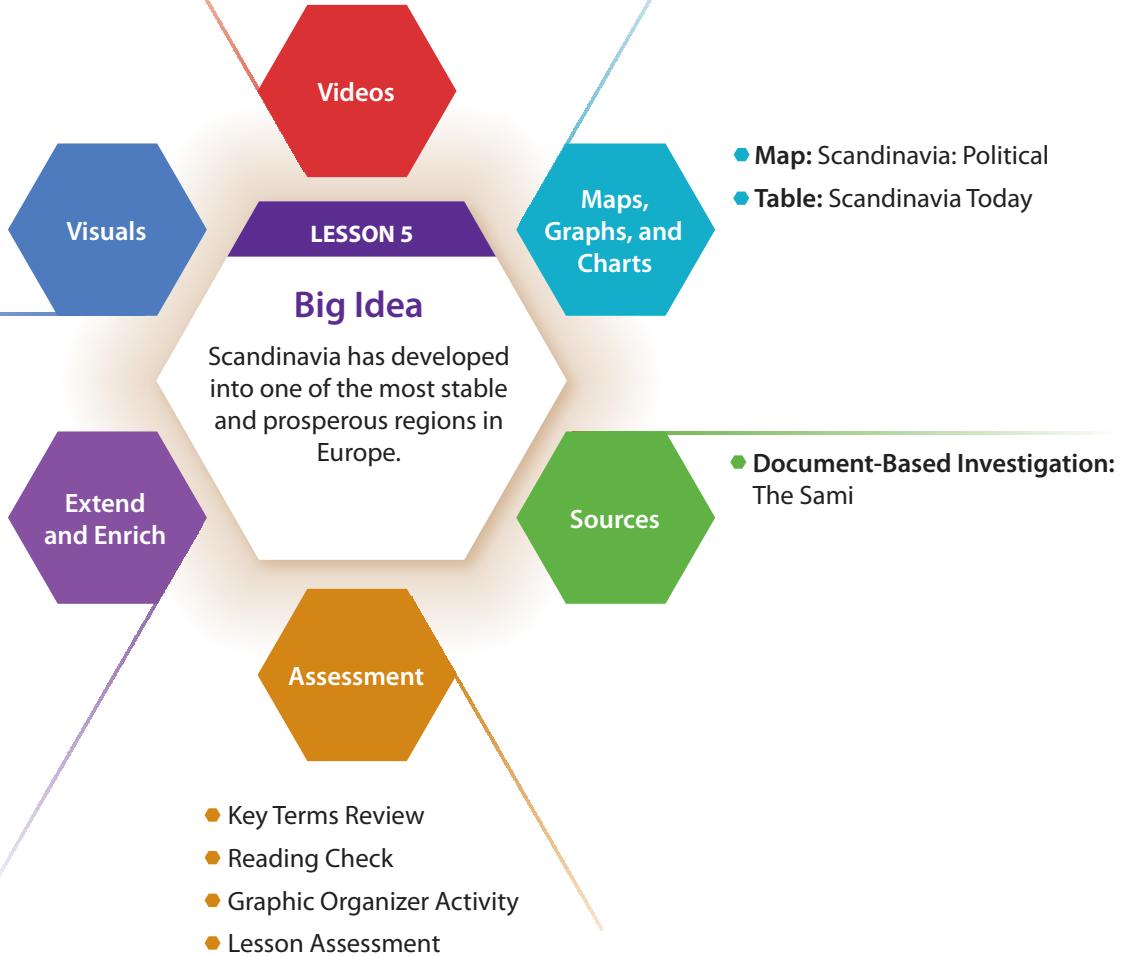
1. To help students comprehend the content of the lesson by learning new vocabulary, have them scan the text prior to reading to identify unfamiliar words and make a list.
2. As students read the text (individually or aloud in pairs) challenge them to determine the meanings of the words using context clues, dictionaries, or their partners.
3. After reading, ask students to choose five words that challenged them the most and on individual pieces of paper (a) write the word, (b) write the word’s definition, (c) compose a sentence using the word in context, and (d) draw a picture that represents the word including labels or captions.
4. When completed, collect the pages and compile them in alphabetical order to create a class dictionary to be used as a resource later.

*Alternative Assessment Handbook, Rubrics 1: Acquiring Information; and 32: Scrapbooks



Scandinavia

- Viking Raids
- Geothermal Energy in Iceland



Online Lesson 5 Enrichment Activities

Hans Christian Andersen

Biography Students read a biography of Danish author and poet Hans Christian Andersen, then conduct a mock interview with him.

The Vikings Abroad

Article Students read an article about the travels of the Vikings, then write an essay comparing and contrasting a later example of migration to the Viking example.

Finnish Education

Article Students read an article about the Finnish education system, then write a story about a day in the life of a Finnish student.

Comparing Cultures

Article Students compare a culture from Northern Europe with a culture from West-Central Europe, as well as with a culture from another region they have studied.

Teach the Big Idea

1. Whole Class Open/Introduction

If **YOU** were there . . .

What sights would you show to a visitor?

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

Consider the NATURAL BEAUTY:

- boat through bays, fjords, and seas
- soak in hot springs and tour geysers
- bike around the beautiful countryside

Consider the CULTURE:

- visit castles and Viking sites
- see historic cathedrals and churches
- eat at local restaurants

2. Direct Teach Introduce the Big Idea: *Scandinavia has developed into one of the most stable and prosperous regions in Europe.* Remind students of the relationship between a region's location and its climate. Ask students to predict how the climate of a northern region such as Scandinavia might differ from that of the other regions of Europe they have discussed in this module. Ask them to speculate on how Scandinavia's climate might impact the lives of the people who live there.

3. Practice/Assess/Inquire Create a three-column, five-row table on the board. Label the columns: *History, Similarities among Countries, and Unique Features.* Label the rows with the five countries of Scandinavia. Ask students to provide details to complete the table.

4. Explore (Collaborative Exploration) Ask students to suggest reasons why the Scandinavian countries are some of the most peaceful and prosperous countries in the world today.

5. Whole Group Close/Reflect Have each student select one of the Scandinavian countries and write a short essay on why they would or would not want to live there.

*Alternative Assessment Handbook, Rubric 37: Writing Assignments



ONLINE DOCUMENT-BASED INVESTIGATION

Western Europe

The Sami is the fifth of five document-based investigations that students will analyze in this module. Students will explore a photograph and text about the descendants of Scandinavia's earliest settlers.

Scandinavia

If **YOU** lived there . . .

You live in Copenhagen, the picturesque capital of Denmark. One of your favorite walks is along the waterfront, which is lined with colorful medieval buildings. Sailing boats of all sizes are anchored here. A famous statue in the harbor shows the *Little Mermaid*. But your favorite place of all is the huge amusement park called Tivoli Gardens, where you can enjoy fun and good food.

What sights would you show to a visitor?

History

Hundreds of years ago, Scandinavia was home to warlike Vikings. The **Vikings** were Scandinavian warriors who raided Europe and the Mediterranean in the early Middle Ages. Excellent sailors, the Vikings used quick and powerful longboats to attack villages along coasts or rivers. The Vikings conquered the British Isles, Finland, and parts of France, Germany, and Russia. They were some of the most feared warriors of their time.

The Vikings were also great explorers. They established the first settlements in Iceland in the 800s and in Greenland in the 900s. A short time later, Vikings led by Leif Eriksson became the first Europeans to reach North America. The ruins of a Viking colony have been found in present-day Newfoundland, off the southeast coast of Canada.

In the 1100s the Viking raids ended. Powerful Scandinavian chiefs instead concentrated on strengthening their kingdoms. During the Middle Ages, three kingdoms—Norway, Sweden, and Denmark—competed for power in the region.

Denmark was the first of these kingdoms to gain the upper hand. By the late 1300s Denmark ruled a union of all the Scandinavian kingdoms and territories. Eventually, Sweden challenged Denmark's power. In time, Sweden left the Danish-led union, taking Finland with it. Many years later, Sweden won control of Norway as well.

By the 1900s Scandinavian countries wanted their independence. Norway won its independence from Sweden in the early 1900s. Soon after, Finland became independent after centuries

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Teach the Main Idea

The history of Scandinavia dates back to the time of the Vikings.

Recall About what year did Vikings first reach North America? *around AD 1000*

Summarize Why were the Vikings feared during the Middle Ages? *They conquered the British Isles, northern France, Finland, and parts of Germany and Russia.*

Draw Inferences How do you think Scandinavia's location helped the Vikings to become such good warriors? *They were excellent sailors because of their nearness to the sea and were able to launch attacks by boat.*

More About . . .

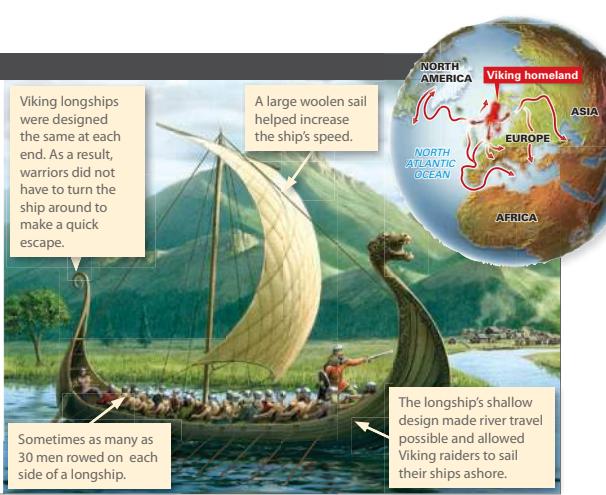
Norse Mythology Viking myths were similar to those of early Romans and Greeks. They included stories of gods who had a variety of powers as well as weaknesses. One of the chief gods was Thor, the god of thunder. His power was symbolized by a magic hammer which he threw using iron gloves and which always returned to him. Thunder was believed to be the sound of Thor's chariot. Thursday was named after him.

Viking Raids

The Vikings of Scandinavia launched raids on many European settlements in the early Middle Ages. Using powerful longships, Viking warriors attacked towns and villages near coasts and rivers. Vikings even sailed as far as North America in their longships.

Analyze Visuals

What aspects of Viking longships might have frightened Europeans who saw them approaching?



Reading Check

Draw Conclusions
What historical ties do the countries of Scandinavia have?

of foreign domination, or control, by Sweden and later by Russia. Iceland, then a Danish territory, declared its independence in 1944. To this day, however, Greenland remains a part of Denmark as a self-ruling territory.

Scandinavia Today

Today, the countries of Scandinavia have much in common. Similar political views, languages, and religion unite the region. Most people in the region are Protestant, but many people are not very religious. Scandinavian countries have, historically, had official state churches. Recently, Sweden and Norway have separated church and state. Many of the holidays celebrated by both religious people and non-religious people have religious roots.

The countries of Scandinavia have large, wealthy cities, strong economies, and well-educated workers. Scandinavian countries provide early childhood education, as well as elementary and secondary education for all students. Public universities are also mostly state-funded. The literacy rates in Scandinavia are high, and Scandinavians enjoy some of the world's highest standards of living. Each country provides its citizens with excellent social programs and services, such as free health care. Sweden, Denmark, Norway, Finland, and Iceland are among the world's most peaceful, stable, and prosperous nations.

Sweden Sweden is Scandinavia's largest and most populous country. Most Swedes live in the southern part of the country in large towns and cities. In fact, more than 85 percent of Swedes live in urban areas. **Stockholm**, Sweden's capital and largest city, is located on the east coast near the Baltic Sea. Often called a floating city, Stockholm is built on 14 islands and part of the mainland.

Western Europe 521

ONLINE GRAPHIC ORGANIZER

Scandinavia

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:

Evaluate Do you think the Vikings helped or hurt the future of Scandinavia? Explain your answer. *Possible answers: They helped by building strong kingdoms. They hurt the future by struggling for control of each other after Viking raids ended.*

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: **Vikings, Stockholm, uninhabitable, Oslo, Helsinki, geysers.**

Teach the Main Idea

Scandinavia today is known for its peaceful and prosperous countries.

Identify Which is the largest and most populous country in Scandinavia? **Sweden**

Summarize What challenge will Norway's economy face over the next century? *Its oil fields are expected to run dry and it will need to replace energy sources and income from oil.*

Make Inferences How do you think Sweden's neutrality has affected its international standing? *Countries and organizations like the UN have asked their help to provide neutral observers or peacekeepers.*

More About . . .

Scandinavia and the United Nations When the United Nations was formed after World War II, both Norway and Sweden were early members. Both countries had a history of neutrality—Sweden had remained neutral during the war, while Norway was neutral until attacked and occupied by Germany. The first two secretaries-general of the UN were from Scandinavia. Norwegian Trygve Lie served from 1946 to 1952, and Dag Hammarskjöld of Sweden served from 1953 until his death in a plane crash in 1961.

ONLINE INTERACTIVE VISUALS

Image with Hotspots: Viking Raids

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

Analyze Visuals What aspects of Viking longships might have frightened Europeans who saw them approaching? *Possible answer: many oars indicating a large force, the carved head at the bow*

ONLINE INTERACTIVE MAP

Scandinavia: Political

Have students explore the map and answer the question.

Location Which country helps form Sweden's western border? **Finland**

READING CHECK

Draw Conclusions What historical ties do the countries of Scandinavia have? *home to Vikings, often ruled by one country*

For additional instruction, go to end of lesson.



ONLINE INTERACTIVE TABLES

Scandinavia Today

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

Analyze Visuals What elements in the photograph indicate a high standard of living? *pleasure boats, well-dressed people enjoying leisurely walks, modern buildings*

Country	Per Capita GDP (U.S. \$)
Denmark	\$46,600
Finland	\$41,800
Iceland	\$48,100
Norway	\$69,300
Sweden	\$49,700
United States	\$57,300

Scandinavia Today

Like most Scandinavians, the people of Oslo, Norway, enjoy one of the highest standards of living in the world. High per capita GDPs are one reason why.



Scandinavia's Per Capita GDP, 2016

Country	Per Capita GDP (U.S. \$)
Denmark	\$46,600
Finland	\$41,800
Iceland	\$48,100
Norway	\$69,300
Sweden	\$49,700
United States	\$57,300

Source: *The World Factbook*

Analyze Visuals

What elements in the photograph indicate a high standard of living?

For almost two hundred years, Sweden has been a neutral country, like Switzerland. Sweden does, however, play an active role in the United Nations as well as the European Union.

Denmark Denmark, once the most powerful country in Scandinavia, is also the smallest. It is Scandinavia's most densely populated country, with some 338 people per square mile (131 per square km).

About 50 percent of Denmark's land is good for farming. Farm goods, especially meat and dairy products, are important Danish exports. Denmark also has modern industries, including iron, steel, textiles, and electronics industries.

Greenland The island of Greenland is geographically part of North America. However, it is a territory of Denmark. A thick ice sheet covers about 80 percent of the island. Because of this, much of Greenland is **uninhabitable**, or not able

522 Module 15

STRUGGLING READERS

Brochure for Scandinavia

1. Have pairs of students work together to create a travel brochure that promotes Scandinavia. In their brochures, students should provide information about Scandinavia's history, economy, and culture.
2. Allow students to decorate their brochures with drawings, clip art, and/or magazine cutouts.

3. Invite volunteers to present their brochures to the class.

*Alternative Assessment Handbook, Rubrics 3: Artwork; and 14: Group Activity

For additional instruction, go to end of lesson.

to support human settlement. Most people have adapted to living on the island's southwest coast, where the climate is warmest. Most of Greenland's population is Inuit. The Inuit are an indigenous cultural group who live in Greenland and in Arctic regions of Canada and the United States.

Recently, a movement for complete independence from Denmark has gained popularity. However, economic problems make independence unlikely, as Greenland relies heavily on imports and economic aid from Denmark.

Norway With one of the longest coastlines in the world, Norway has adapted to its access to the sea. Fjords shelter Norway's many harbors. Its fishing and shipping fleets are among the largest in the world. **Oslo**, Norway's capital, is the country's leading seaport as well as its industrial center.

Norway has other valuable resources as well. Oil and natural gas provide Norway with the highest per capita GDP in Scandinavia. However, North Sea oil fields are expected to run dry over the next century. Despite strong economic ties to the rest of Europe, Norway's citizens have voted to not join the European Union.

Finland Finland is Scandinavia's easternmost country. It lies between Sweden and Russia. The capital and largest city is **Helsinki**, which is located on the southern coast.

As with other countries in the region, trade is important to Finland. Paper and other forest products are major exports. Shipbuilding and electronics are also important industries in Finland.

Focus on Culture

The Sami

The Sami (SAH-me) people are a unique culture group who live in far northern Norway, Sweden, Finland, and parts of Russia. They are descendants of Scandinavia's earliest settlers. Traditionally, the Sami have earned a living herding reindeer, farming, and fishing. While today's Sami often work and live in modern cities and towns, they try to preserve many traditional Sami culture traits. The Sami language is taught in public schools, traditional reindeer grazing land is protected, and organizations promote Sami customs.



Make Inferences

Why do you think the Sami are trying to preserve their traditions and customs?

ONLINE DOCUMENT-BASED INVESTIGATION

The Sami

Have students read about the Sami and study the photograph. Then have students answer the associated question.

Analyze Sources Based on evidence from the photo, how do you think physical geography has influenced Sami culture? *Possible answer: The Sami wear clothing, hats, gloves that keep them warm in cold weather and they herd animals such as reindeer that can survive a snowy climate.*

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

Make Inferences Why do you think the Sami are trying to preserve their traditions and customs?

Their culture is unique and their traditions and customs are important to them.

LINK TO MATHEMATICS

Population Density

1. Copy the table shown for students to see, omitting the blue answers. Help students understand the concept of population density and how to calculate it (population divided by area).
2. Ask students to calculate the population densities for the Scandinavian countries. Ask them to compare these figures with the population densities of the United Kingdom (681), the United States (85), and Japan (871).

3. Discuss with students the effects of densely and sparsely populated areas on everyday life.

*Alternative Assessment Handbook, Rubric 9: Comparing and Contrasting

Country	Population	Area in Sq. Miles	Persons/Sq. Miles
Norway	5.2 million	125,021	41.6
Sweden	9.8 million	173,732	56.4
Finland	5.5 million	130,559	42.1
Iceland	335,878	39,769	8.4
Denmark	5.6 million	16,639	336.6

For additional instruction, go to end of lesson.



ONLINE INTERACTIVE VISUALS

Image Compare: Geothermal Energy in Iceland

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

In print edition, see visual feature titled Iceland.

Analyze Visuals How are the hot springs being used? *for relaxing, for tourism, and for energy*

Iceland

Iceland's geysers and hot springs produce great amounts of energy. Geothermal plants provide heat for buildings and homes throughout the country. The geothermal plant in the photo on the right is near Blue Lagoon hot spring.



Analyze Visuals
How are the hot springs being used?

READING CHECK

Compare and Contrast In what ways are the countries of Scandinavia similar and different?
Possible answers: similar—political views, religion, high standards of living, large cities, excellent social programs, strong economies; different—Denmark has a lot of farmland and is more densely populated, Greenland has little habitable land, Norway hasn't joined the EU, Iceland has geysers and geothermal energy.

Reading Check

Compare and Contrast
In what ways are the countries of Scandinavia similar and different?

Iceland Iceland is much greener than its name implies. Fertile farmland along the island's coast produces potatoes and vegetables and supports cattle and sheep.

Icelanders also make good use of their other natural resources. Fish from the rich waters of the Atlantic Ocean account for about 70 percent of Iceland's exports. Icelanders have adapted to their physical environment by using steam from hot springs and geysers to produce geothermal energy. **Geysers** are springs that shoot hot water and steam into the air. Geothermal energy heats many of Iceland's buildings. Each year, thousands of tourists flock to see Iceland's geysers, volcanoes, and glaciers.

Summary Scandinavia today is a region of relative peace and stability. A common history and culture link the people of the region. Today, Scandinavia is one of the wealthiest regions in Europe and in the world.

Lesson 5 Assessment

Review Ideas, Terms, and Places

1. a. **Identify** Who were the Vikings? *Scandinavian warriors who raided Europe in the early Middle Ages*
- b. **Analyze** What effect did the Vikings have on Scandinavian history? *gained power by conquering other lands, built strong kingdoms*
- c. **Evaluate** Do you think the Vikings helped or hurt the future of Scandinavia? Explain your answer. *Possible answers: helped by building strong kingdoms, hurt by struggling for control of each other*
- d. **Sequence** List who controlled Scandinavia before the 1900s in sequential order. *Vikings, chiefs of three kingdoms—Norway, Sweden, and Denmark; Denmark; Denmark and Sweden*

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- c. **Elaborate** In which Scandinavian country would you prefer to live? Why?

Critical Thinking

3. **Find Main Ideas** Create a chart like this one, and use it to identify two main ideas about Scandinavia's history and two about its culture today.

History	Today

Critical Thinking

3. **Find Main Ideas** Create a chart with two columns. Label the left column *History* and the right column *Today*. Use the chart to identify two main ideas about Scandinavia's history and two about its culture today.

*History—Vikings conquered countries; built kingdoms; formed independent countries;
Today—similar religion, history, strong economies, unique cultures and features*

Print Assessment

Review Ideas, Terms, and Places

1. a. **Identify** Who were the Vikings? *Scandinavian warriors who raided Europe in the early Middle Ages*
 - b. **Analyze** What effect did the Vikings have on Scandinavian history? *gained power by conquering other lands, built strong kingdoms*
 - c. **Evaluate** Do you think the Vikings helped or hurt the future of Scandinavia? Explain your answer. *Possible answers: helped by building strong kingdoms, hurt by struggling for control of each other*
 - d. **Sequence** List who controlled Scandinavia before the 1900s in sequential order. *Vikings, chiefs of three kingdoms—Norway, Sweden, and Denmark; Denmark; Denmark and Sweden*
2. a. **Recall** Which Scandinavian country has remained neutral? *Sweden*
 - b. **Analyze** How have some people in Scandinavia adapted to their physical environment? *Possible answer: Some people, like the Sami, have become good at fishing and herding reindeer.*
 - c. **Elaborate** In which Scandinavian country would you prefer to live? Why? *Answers will vary but should reflect text content.*

For additional instruction, go to end of lesson.

► Online Assessment

1. Drag the events from Scandinavian history into chronological order from top to bottom.

Vikings led by Leif Eriksson became the first Europeans to reach North America.

Powerful Scandinavian chiefs concentrated on strengthening their kingdoms.

Denmark ruled a union of all the Scandinavian kingdoms and territories.

Sweden won control of Finland and Norway.

Alternate Question Which of the following happened after the Viking raids ended in the 1100s?

- Sweden gained control of Norway.
 - Denmark gained control of all of Scandinavia.
 - Scandinavian countries gained their independence.
 - Finland gained its independence after centuries of foreign control.
2. Which of the following has helped Sweden to be a peaceful country?
- It has a short coastline that is easily defended.
 - It has membership in major international organizations.
 - It has been a neutral country for nearly two hundred years.
 - It has energy resources that could last for one hundred years.

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

Sweden has been a neutral country for almost two hundred years.

3. **Make Judgments** Should the Vikings be considered expert sailors? Explain your answer.

The Vikings should be considered expert sailors. After establishing the settlements in Iceland and Greenland, Vikings became the first Europeans to reach North America.

4. **Make Generalizations** How do the governments of Scandinavian countries help their citizens to enjoy a high standard of living? Describe two ways.

The governments of Scandinavian countries provide their citizens with early childhood education as well as elementary and secondary education, and they have public universities that are mostly state funded. These governments also provide their citizens with excellent social programs and services, including free health care.

ADDITIONAL INSTRUCTIONAL MATERIALS

continued from page 520

ADVANCED/GIFTED

Viking Explorer Role-Play

1. Tell students that two of the most famous Viking explorers were Leif Eriksson and his father, Erik the Red. Organize students into small groups. Ask each group to research Erik the Red or Leif Eriksson and select an event from that person's life to role-play.
2. Ask each group to prepare a skit that tells the event from the viewpoint of its subject. Students should imagine the thoughts and feelings their explorer might have had and use vivid language in their skits.
3. Invite each group to share its skit with the class.

*Alternative Assessment Handbook, Rubrics 30: Research; and 33: Skits and Reader's Theater

continued from page 521

More About . . .

Reindeer Both male and female reindeer have antlers. Reindeer are the only members of the deer family in which females grow antlers.

Geysers Almost all geysers in the world are located in Iceland, New Zealand, and the United States. Old Faithful in Yellowstone National Park in the United States is famous for eruptions every 30 to 90 minutes, rising as high as 170 feet. Unfortunately, recent eruptions have not been as regular because of natural changes in the underground water system.

ENGLISH LANGUAGE LEARNERS

Pros and Cons of Neutrality

1. To help students understand what it means to be a politically neutral country and evaluate the advantages and disadvantages of neutrality, review the meaning of *neutral* and discuss its meaning with students.
2. Explain that most cars have a gear called "neutral" which means the car does not go forward or backward. Discuss how this meaning relates to the meaning of a neutral country that chooses not to take sides in international conflicts.
3. Ask students to create a chart with two columns. Have them title the chart *Neutral Countries* and title the columns *Advantages* and *Disadvantages*. Ask them to fill in the chart, and as they do, consider the costs of defense programs and whether these programs increase a nation's security.

*Alternative Assessment Handbook, Rubrics 7: Charts; and 16: Judging Information

continued from page 522

TIERED ACTIVITY

Write Biography of Dag Hammarskjöld

Below Level—Have students research biographical information on Dag Hammarskjöld—Swedish diplomat, economist, and author. Students' biographies should include dates of his birth and death and a statement about why Hammarskjöld is remembered today.

At Level—Going beyond the Below Level activity, biographies should:

- examine in depth his work at the United Nations
- cite at least three reliable sources, including one print source

Above Level—Going beyond the Below Level and At Level activities, students should:

- explore his views on life and spirituality as expressed in his book, *Markings*
- analyze Hammarskjöld's legacy as a diplomat and statesman

*Alternative Assessment Handbook, Rubric 37: Writing Assignments

continued from page 523

COLLABORATIVE LEARNING

Scandinavia Facts

1. Organize the class into pairs of students. One member of the pair makes a statement about one fact pertaining to Scandinavia.
2. The second student rephrases what the first said, then makes a related statement.
3. The first student then repeats what the second student said. This pattern of statement-paraphrase-statement continues for a few rounds.
4. Check accountability by randomly calling on students to relate what was said, particularly something said by the partner (and what the student said in response).

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SPECIAL NEEDS STUDENTS

Scandinavian Country Flashcards

1. Pair special needs students with high-ability students. Have each pair choose a country discussed in this lesson and conduct library or Internet research to learn more about it.
2. Have each pair create a set of flashcards with words and images associated with the country they selected.
3. Ask partners to share their flashcards with the class. Have students guess which country the flashcards describe.

*Alternative Assessment Handbook, Rubric 1: Acquiring Information

Social Studies Skills

Analyze Graphs

Define the Skill

Graphs can be used to explain relationships. They visually represent data or statistics. The many types of graphs include bar graphs, line graphs, and circle graphs.

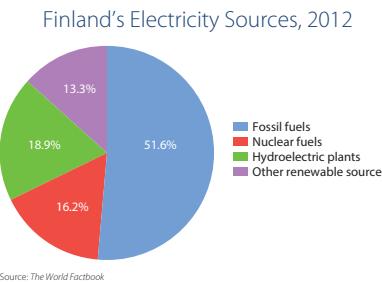
Circle graphs, also called pie charts, represent all the parts that make up something. Each piece of the circle, or "pie," shows what proportion that part is of the whole.

Use the following guidelines to analyze graphs.

- Read the title to identify the graph's subject. The circle graph to the right shows the sources of electricity in Finland.
- Read the graph's other labels. For a graph with axes, note what each axis is labeled. For a circle graph, note what each part, or slice, of the circle graph represents. In Finland's Electricity Sources, 2012, each slice represents a different energy source.
- Analyze the data by comparing the size of parts of the graph. Think about what the differences mean or imply.

Learn the Skill

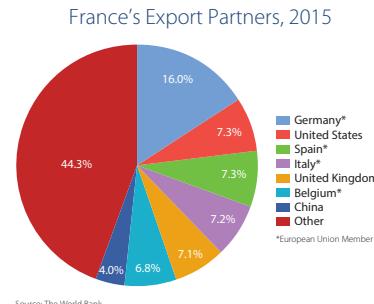
1. Based on the circle graph titled Finland's Electricity Sources, 2012, what type of power provides over half of the electricity there?
2. What are Finland's other two main sources of power?
3. What percentage of electricity comes from other renewable sources?



Practice the Skill

To answer the following questions, use the circle graph titled France's Export Partners, 2015.

1. To which country does France send the highest percentage of its exports?
2. How many of France's main export partners belong to the European Union?
3. What percentage of French exports go to the United States?



Western Europe 525

Social Studies Skills

Analyze Graphs

Explain to students that a circle graph or pie chart shows the relative contribution that different categories make to an overall total. A wedge of the circle (or "piece of the pie") represents each category's contribution. Pie charts are good to use when you are trying to compare a part to a whole. Ask students to tell what the subject of the top circle graph is.

Finland's electricity sources Have them identify how

many categories are represented in the graph. *four*

Ask them to state what the categories in the graph represent. *electricity sources* Close the discussion by asking students to describe types of information that lend themselves to presentation as circle graphs and types of information that are better presented in line or bar graphs.

Answers

Learn the Skill

1. Based on the circle graph titled Finland's Electricity Sources, 2012, what type of power provides over half of the electricity there? *fossil fuels*
2. What are Finland's other two main sources of power? *nuclear fuels and hydroelectric plants*
3. What percentage of electricity comes from other renewable sources? *13.3 percent*

Practice the Skill

1. To which country does France send the highest percentage of its exports? *Germany*
2. How many of France's main export partners belong to the European Union? *five*
3. What percentage of French exports go to the United States? *7.3 percent*

Print Assessment

Review Vocabulary, Terms, and Places

Match each “I” statement below with the person, place, or thing that might have made the statement.

- | | |
|-----------------|----------------------|
| a. Berlin | g. cosmopolitan city |
| b. Paris | h. navigable river |
| c. canton | i. Dublin |
| d. chancellor | j. North Sea |
| e. fjord | |
| f. Danube River | |
1. “I am the capital of France and a center of business, finance, learning, and culture.” b
 2. “I am a narrow inlet of the sea between high, rocky cliffs.” e
 3. “I am an important waterway in the region of West-Central Europe.” f
 4. “I am a prime minister in Germany.” d
 5. “I am the capital of the Republic of Ireland.” i
 6. “I am a type of river that is wide and deep enough for ships to use.” h
 7. “I am a district in Switzerland.” c
 8. “I am a city that has many foreign influences.” g
 9. “I am a large body of water located to the north of the Benelux Countries and Germany and between the British Isles and Scandinavia.” j
 10. “I was divided into two parts after World War II and am now the capital of Germany.” a

Comprehension and Critical Thinking

LESSON 1

11. a. **Analyze** How have geographic features supported trade and travel across the region of West-Central Europe? *Geographic features, such as navigable rivers, harbors, and ports, have made trade and travel across the region easier.*
- b. **Analyze** Explain how the North Atlantic Drift is responsible for the relatively mild climates in Western Europe. *The North Atlantic Drift is a current that sends warmer air and water to Western Europe. This keeps the climate warmer than expected for the latitude.*
- c. **Elaborate** How does West-Central Europe’s mild climate serve as a valuable resource and contribute to the economy? *West-Central Europe’s mild climate makes agriculture possible in many parts of the region. It also makes the region an attractive tourist destination, which positively contributes to the region’s economy.*
- d. **Elaborate** In which region of Western Europe would you prefer to live—the British Isles, Scandinavia, or West-Central Europe? Why? *Answers will vary, but students should give a reason for their choice.*
- e. **Summarize** What are two ways in which glaciers have affected Western Europe? *Glaciers have caused avalanches in the Alps and created fjords and lakes in Northern Europe.*

Module 15 Assessment

Review Vocabulary, Terms, and Places

Match each “I” statement below with the person, place, or thing that might have made the statement.

- | | |
|---------------|----------------------|
| a. Berlin | f. Danube River |
| b. Paris | g. cosmopolitan city |
| c. canton | h. navigable river |
| d. chancellor | i. Dublin |
| e. fjord | j. North Sea |
1. “I am the capital of France and a center of business, finance, learning, and culture.”
 2. “I am a narrow inlet of the sea between high, rocky cliffs.”
 3. “I am an important waterway in the region of West-Central Europe.”
 4. “I am a prime minister in Germany.”
 5. “I am the capital of the Republic of Ireland.”
 6. “I am a type of river that is wide and deep enough for ships to use.”
 7. “I am a district in Switzerland.”
 8. “I am a city that has many foreign influences.”
 9. “I am a large body of water located to the north of the Benelux Countries and Germany and between the British Isles and Scandinavia.”
 10. “I was divided into two parts after World War II and am now the capital of Germany.”

Comprehension and Critical Thinking

Lesson 1

11. a. **Analyze** How have geographic features supported trade and travel across the region of West-Central Europe?
- b. **Analyze** Explain how the North Atlantic Drift is responsible for the relatively mild climates in Western Europe.
- c. **Elaborate** How does West-Central Europe’s mild climate serve as a valuable resource and contribute to the economy?
- d. **Elaborate** In which region of Western Europe would you prefer to live—the British Isles, Scandinavia, or West-Central Europe? Why?
- e. **Summarize** What are two ways in which glaciers have affected Western Europe?

Lesson 2

12. a. **Identify** Where is the busiest seaport in the Netherlands located?

- b. **Summarize** What are some products and cultural features for which France is famous?
- c. **Analyze** How does France’s physical geography affect its economy?

Lesson 3

13. a. **Recall** What were three major events in German history, and when did each one occur?
- b. **Analyze** How is Switzerland’s position in European affairs unique?
- c. **Elaborate** How has the royal Habsburg family shaped Austria’s history?

Lesson 4

14. a. **Describe** What culture traits do the people of the British Isles share?
- b. **Summarize** Study the timeline of the history of the British Isles in this lesson. Then, organize the information from the timeline into a written summary.
- c. **Predict** How might Brexit affect the future of the United Kingdom?

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► DOCUMENT-BASED INVESTIGATION

Western 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 three sources of relevant, informative evidence from the sources in **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 Informative Essay How have the people and landscapes of Western Europe shaped one another? Using the documents in Part 1 and your knowledge of history and geography, write an informative essay in which you answer this question. Think about how landscapes affect settlement patterns and culture, as well as how people adapt to and change their environment. Be sure to discuss various geographic factors that shape life in Western Europe.

Module 15 Assessment, continued

Lesson 5

15. a. **Recall** What countries make up Scandinavia?
- b. **Compare and Contrast** In what ways are the countries of Scandinavia similar and different?
- c. **Elaborate** Why do you think Scandinavian countries today are so prosperous and stable?

Reading Skills

Recognize Word Origins Use the Reading Skills taught in this module to answer the question below.

16. Find the word *cosmopolitan* in Lesson 2. Write its definition. Then use a good dictionary to research the word's origins. Explain how the word's origins relate to its definition.

Social Studies Skills

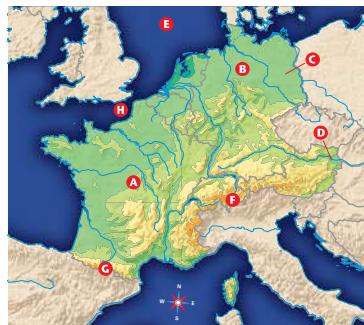
Analyze Graphs Use the Social Studies Skills taught in this module to answer the questions about the graphs on the Social Studies Skills page.

17. What percentage of Finland's electricity comes from hydroelectric plants?
18. What percentage of goods went to France's top three export partners?

Map Activity

19. **West-Central Europe** On a separate sheet of paper, match the letters on the map with their correct labels.

Alps
Berlin
English Channel
North Sea
Northern European Plain
Paris
Pyrenees
Vienna



Focus on Writing

20. **Write a Persuasive Speech** Create a list of issues affecting Western Europe. Issues are topics that people disagree about. Perhaps coal mining or having one national language would be some of the issues you would identify. Choose one of the issues to focus on for your speech. Identify what you already know about the issue. Write down some questions that you would like to answer and questions your audience might have. Through research, try to answer these questions. Use the module and other digital and print sources to find information. You could read opinion pieces in newspapers or listen to news broadcasts. Read sources that support both sides of the issue. Be sure to assess the credibility and accuracy of each source. After learning some more about the issue, write a clear opinion statement. Next, list at least three facts or examples that support your opinion. Then use the list of effective supporting evidence to write your short persuasive speech. Apply the vocabulary you acquired while reading. Make sure you conclude your speech with a strong and convincing closing sentence. When you give your speech, speak formally and confidently and in an appropriate tone of voice. After you present your speech, respond to any questions your audience may have.

Western Europe 527

Essential Question ESSAY

Which Western European country has most benefited from its physical geography?

RUBRIC

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

Write an argument answering this question. Your essay should include specific details about how the countries in Western Europe have benefited from their physical geographies culturally, economically, and historically. 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.

LESSON 2

12. a. **Identify** Where is the busiest seaport in the Netherlands located? *Rotterdam*
- b. **Summarize** What are some products and cultural features for which France is famous? *Possible answers: cosmetics, wine, perfumes, fashions, film, impressionist art, Gothic cathedrals, literary classics*
- c. **Analyze** How does France's physical geography affect its economy? *It is able to produce grapes and wheat because of the soil and climate. The beauty of the physical geography also promotes tourism.*

LESSON 3

13. a. **Recall** What were three major events in German history, and when did each one occur? *Possible answers: 1939, Nazis invade Poland; 1945, Germany defeated in World War II; 1961, Communists build Berlin Wall; 1989, Communism begins collapsing; 1990, East and West Germany reunited*
- b. **Analyze** How is Switzerland's position in European affairs unique? *It is a neutral country and not part of the European Union.*
- c. **Elaborate** How has the royal Habsburg family shaped Austria's history? *At one time Austria was the center of the powerful Habsburg Empire, which included the Netherlands; Spain; and much of Germany, Italy, and Eastern Europe.*

LESSON 4

14. a. **Describe** What culture traits do the people of the British Isles share? *ancestry, sports, language, popular culture*
- b. **Summarize** Study the timeline of the history of the British Isles in this lesson. Then, organize the information from the timeline into a written summary. *Students' answers will vary but should include England becoming a world power, the Industrial Revolution, and World War II.*
- c. **Predict** How might Brexit affect the future of the United Kingdom? *Possible answers: If trade with the rest of the EU is limited, the United Kingdom could suffer economically. If trade with other countries increases and the United Kingdom saves money it was paying to the EU, the economy could improve.*

(continued)

Print Assessment (*continued*)

LESSON 5

15. a. **Recall** What countries make up Scandinavia? *Norway, Finland, Sweden, Denmark, Iceland, Greenland*
- b. **Compare and Contrast** In what ways are the countries of Scandinavia similar and different? *similar—political views, religion, high standard of living, large cities, excellent social programs; different—Denmark has more farmland and is more densely populated; Greenland has little habitable land and is in North America; Norway hasn't joined the European Union; Iceland has geysers and geothermal energy.*
- c. **Elaborate** Why do you think Scandinavian countries today are so prosperous and stable? *Possible answers: stable democratic governments, plenty of resources, well-educated people*



Reading Skills

Recognize Word Origins Use the Reading Skills taught in this module to answer the question below.

16. Find the word *cosmopolitan* in Lesson 2. Write its definition. Then use a good dictionary to research the word's origins. Explain how the word's origins relate to its definition. *Possible answer: common to or characterized by many foreign influences; from the classical Greek *kosmopolites*; *kosmos* means world and *polites* means citizen; *polites* is from the classical Greek *polis*, meaning city state*

Social Studies Skills

Analyze Graphs Use the Social Studies Skills taught in this module to answer the questions about the graphs on the Social Studies Skills page.

17. What percentage of Finland's electricity comes from hydroelectric plants?
18.9 percent
18. What percentage of goods went to France's top three export partners?
30.6 percent

Map Activity

19. **West-Central Europe** On a separate sheet of paper, match the letters on the map with their correct labels.

- A. Paris
- B. Northern European Plain
- C. Berlin
- D. Vienna
- E. North Sea
- F. Alps
- G. Pyrenees
- H. English Channel

Focus on Writing

20. **Write a Persuasive Speech** Create a list of issues affecting Western Europe. Issues are topics that people disagree about. Perhaps coal mining or having one national language would be some of the issues you would identify. Choose one of the issues to focus on for your speech. Identify what you already know about the issue. Write down some questions that you would like to answer and questions your audience might have. Through research, try to answer these questions. Use the module and other digital and print sources to find information. You could read opinion pieces in newspapers or listen to news broadcasts. Read sources that support both sides of the issue. Be sure to assess the credibility and accuracy of each source. After learning some more about the issue, write a clear opinion statement. Next, list at least three facts or examples that support your opinion. Then use the list of effective supporting evidence to write your short persuasive speech. Apply the vocabulary you acquired while reading. Make sure you conclude your speech with a strong and convincing closing sentence. When you give your speech, speak formally and confidently and in an appropriate tone of voice. After you present your speech, respond to any questions your audience may have.

RUBRIC

Students' speeches should

- include an opinion statement about an issue
- list three facts or examples to support the opinion
- use the module and other sources for information
- have a convincing closing sentence
- be short and delivered in an assured tone of voice with confident posture

► Online Assessment

- Why does much of West-Central Europe have a pleasant climate?
 - The Alps block cold, dry winds from reaching the region.
 - The North Atlantic Drift brings warm, moist air to the region.**
 - The Central Uplands have dense woodlands that trap warm air.
 - The Northern European Plain has open fields that absorb sunshine.

- Drag the names of the countries to their correct locations.



- Choose the correct button in the table to show whether the place has a marine west coast climate or a humid continental climate.

	Marine West Coast Climate	Humid Continental Climate
Sweden	<input type="radio"/>	<input checked="" type="radio"/>
Denmark	<input checked="" type="radio"/>	<input type="radio"/>
the British Isles	<input checked="" type="radio"/>	<input type="radio"/>
central Norway	<input type="radio"/>	<input checked="" type="radio"/>
western Norway	<input type="radio"/>	<input checked="" type="radio"/>
southern Finland	<input type="radio"/>	<input checked="" type="radio"/>

- Drag the name of the person into the box next to the description of his role in French history.

Description	Person
He was a French general who conquered much of Europe.	Napoleon
He was a Norman who ruled England as well as part of France.	William the Conqueror
He was a Frankish ruler who built a powerful Christian empire that included France.	Charlemagne

- Why has France become more culturally diverse?

- Many Algerian Muslims have moved there.
- Many people have converted to Buddhism.
- The government has expanded the number of state religions.
- The government has expanded the number of official languages.

- Why is Brussels a major world city?

- It is an important banking center.
- It is an important manufacturing center.
- It serves as a hub for much international trade.
- It serves as the headquarters for many international organizations.**

- Which of the following were short-term effects of World War II on Germany?

Select the **three** correct answers.

- The Berlin Wall was torn down.
- Germany became a member of the EU.
- Germany's cities and economies were in ruins.**
- The Soviet Union's troops occupied East Germany.**
- Germany became an industrial and military world power.
- British, French, and U.S. troops occupied West Germany.**

- Drag the name of the feature of the present-day German government into the box next to its description.

Description	Feature
This person is chosen by the parliament to run the government.	chancellor
Citizens vote for a representative and a party to represent them here.	the lower house of the German parliament
This person is elected by the parliament, and his or her duties are largely ceremonial.	president
The members of this legislative body are selected by the Land, or state, governments.	the upper house of the German parliament

- How is Austria different from Switzerland?

- Most Austrians speak Italian.
- Austria does not have a major river.
- Most Austrians are Roman Catholic.**
- Austria does not have a tourism industry.

- Which groups invaded and ruled the British Isles in the Middle Ages?

- Select the **three** correct answers.
- the Celts
 - the Angles**
 - the Franks
 - the Saxons**
 - the Vikings**
 - the Romans

- How is the culture of Ireland different from the cultures of the rest of the British Isles?

- Rugby is popular there.
- Most people are Protestant.
- Most people are Roman Catholic.**
- Celtic languages are spoken there.

- How are the economies of the Republic of Ireland and the United Kingdom similar?

- They all rely on the mining sector.
- They all rely on the service sector.**
- They all rely on the agricultural sector.
- They all rely on the manufacturing sector.

(continued)

Online Assessment (*continued*)

13. Which statements accurately describe the Vikings?

Select the **three** correct answers.

- They were great explorers.
- They controlled Spain for 100 years.
- They made raids into the late 1300s.
- They conquered Finland during the early Middle Ages.
- They used longboats to attack villages along coasts or rivers.
- They established the first permanent European colony in North America.

14. How is Greenland different from the rest of Scandinavia?

- Much of it is uninhabitable.
- Much of its population is Russian.
- It has always maintained its independence.
- It has always had economic ties to North America.

15. Drag the name of the Scandinavian country into the box next to its description.

Description	Country
Oil and natural gas make it wealthy.	Norway
It is Scandinavia's most populous country.	Sweden
It is Scandinavia's most densely populated country.	Denmark
Paper and other forest products are its major exports.	Finland

