

**Book: *Belgium***

**Chapter One: The Landscape**

**Subject area(s): Social Studies, Science**

**Amount of time needed: One 40-minute period**

**Objectives: By the end of this lesson, students will be able to:**

- 1) Create a travel journal for an imaginary trip around Belgium.
- 2) Identify animals and plants that live in Belgium.
- 3) Describe the landscape of Belgium.

**Materials needed:**

- ✓ Paper
- ✓ Pens or pencils
- ✓ Possibly:
  - Computers with Internet access
  - Paste
  - Scissors

**Activities:**

- 1) The teacher will briefly review the information in the text concerning the major aspects of Belgium's landscape or pass out a handout with material. Students will be asked to create a travel journal for an imaginary trip around Belgium. This journal should have at least two entries, one in Flanders and one in Wallonia, which should include a description of the landscape, climate, animals, plants, and details that give it a realistic feel. Students may include sketches or photographs obtained from the Internet that they can paste into their journals, as if they had taken the photos themselves to enhance the written descriptions.

**Assessment:**

- ✓ Do the nature journals include at least two entries, one from Flanders and one from Wallonia, with accurate descriptions of landscape, climate, animals, and plants?
- ✓ Are there details that give the journal a realistic feel?
- ✓ If there are pictures, do they enhance the written descriptions, rather than replacing them?

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**Chapter Two: Belgium's History and Government**

**Subject area(s): Social Studies**

**Amount of time needed: One or two 40-minute periods**

**Objectives: By the end of this lesson, students will be able to:**

- 1) Order major events in Belgian history.
- 2) Briefly describe major events in Belgian history.

**Materials needed:**

- ✓ Paper or poster board
- ✓ Tape
- ✓ Markers

**Activities:**

- 1) The teacher will divide the students into groups of three or four and ask the students to create a time line of the major events in Belgian history. Ideally, each group should create a large time line and have a wall space to display the time line. If that is not possible, the groups can create smaller time lines on pieces of poster board. The time lines should include the major events in Belgian history with dates in appropriate order with a brief explanation of each event, either using text or a combination of pictures and text if time permits.

**Assessment:**

- ✓ Do the time lines include the major events in Belgian history with dates in appropriate order?
- ✓ Are the events adequately described, using either text or text and pictures?

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**Chapter Three: The Economy**

**Subject area(s): Social Studies**

**Amount of time needed: One 40-minute period**

**Objectives: At the end of this lesson, students will be able to:**

- 1) Identify major export and import commodities of Belgium.
- 2) Identify Belgium's import and export partners.

**Materials needed:**

- ✓ Photocopies of line map of Europe, which can be obtained at [http://www.eduplace.com/ss/maps/pdf/eur\\_countrynl.pdf](http://www.eduplace.com/ss/maps/pdf/eur_countrynl.pdf)
- ✓ Markers
- ✓ Paper
- ✓ Scissors
- ✓ Glue

**Activities:**

- 1) The teacher will divide students into groups of three or four and ask each group to create a map showing Belgium's trading commodities and relationships. The students should mount the provided map on a larger piece of construction paper. On that map, the students should draw arrows to Belgium's top six export partners. The width of the arrows should show what percentage of the nation's exports go to the particular country. Students should do the same with the top six import partners, except that the arrows should point to Belgium from the import partner. If the partner is off the provided map, the arrow should point to the edge of the map in the correct direction with a label showing to which country the arrow points. In addition, students should indicate which products are being exported and which are being imported, either with pictures or text.

**Assessment:**

- ✓ Does the map indicate with which nations Belgium is trading and to what degree?
- ✓ Does the map show which products are being exported and which are being imported?

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**Chapter Four: Belgium's People and Culture**

**Subject area(s): Social Studies, English Language Arts**

**Amount of time needed: One 40-minute period**

**Objectives: At the end of this lesson, students will be able to:**

- 1) Identify qualities of the cuisine, religion, education, sports, arts, and a festival of Belgium.
- 2) Explain the differences between the Flemish and the Walloons.
- 3) Write letters home as if they were exchange students to Belgium.

**Materials needed:**

- ✓ Writing paper
- ✓ Pen or pencil

**Activities:**

- 1) The teacher will review the information in the text concerning the major aspects of Belgium's people and culture and will also refer to the recipes on page 78.
- 2) The teacher will use this starter: "Imagine you are an exchange student in Belgium. Write a letter to someone at home that describes what your life is like there and what you are learning about the people and culture of Belgium. Include information about religion, education, sports, arts, and a festival. Make sure to mention whether your host family is Flemish or Walloon and discuss the differences. Describe a meal using a traditional recipe (page 78). Also include other imagined details of your life to make the entries seem realistic."

**Assessment:**

- ✓ Does the letter contain information about cuisine, religion, education, sports, arts, and a festival?
- ✓ Does the letter identify the writer's host family as Flemish or Walloon and explain the differences?
- ✓ Does the letter contain other fictional information to promote a realistic "feel"?

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**Chapter Five: The Cities**

**Subject area(s): Social Studies**

**Amount of time needed: Two 40-minute periods**

**Objectives: At the end of this lesson, students will be able to:**

- 1) List the six major cities of Belgium.
- 2) Identify one distinguishing fact about each city.
- 3) Develop a travel brochure about two of the cities.

**Materials needed:**

- ✓ Writing paper
- ✓ Pen, pencil
- ✓ Computers, printers

**Activities:**

- 1) The teacher should have the students read chapter 5.
- 2) The teacher will review the information with the students, asking students to name the six cities and identify important information about each.
- 3) Working with a partner, the students will develop a travel brochure that contains pictures and information about two of the cities. The students should use artwork or computer pictures to illustrate it. The brochures should invite people to visit these cities.

**Assessment:**

- ✓ Did the brochures contain information about the cities?
- ✓ Did the brochures contain pictures and text presented in an attractive format?
- ✓ Would the presentation make someone want to visit those cities?

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**Chapter Six: Formation of the European Union**

**Subject area(s): Social Studies**

**Amount of time needed: One 40-minute period**

**Objectives: At the end of this lesson, students will be able to:**

- 1) Identify the important features of the EU, including the Three Pillars.
- 2) List the 25 members of the EU.
- 3) Define the term autonomous.

**Materials needed:**

- ✓ Copies of attached worksheet
- ✓ Pens

**Activities:**

- 1) The teacher will review the information contained in chapter 6 with the class.
- 2) The teacher will ask the students to complete the attached worksheet, using the information in the text.

**Assessment:**

- ✓ Are all areas of the worksheet filled in correctly?

Using the information in Chapter 6,  
fill in the information in  
the space given.

## The European Union

Name the 25 Member Nations:

**Pillar One**

**Pillar Two**

**Pillar Three**

Blank space for Pillar One.

Blank space for Pillar Two.

Blank space for Pillar Three.

What is the EU? Include the term **autonomous** and its definition in your explanation.

Blank space for the final question.

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**Chapter Seven: Belgium in the European Union**

**Subject area(s): Social Studies**

**Amount of time needed: One 40-minute period and a portion of the following period to share articles**

**Objectives: At the end of this lesson, students will be able to:**

- 1) Write a newspaper article regarding one of the major issues facing Belgium in its relationship with the EU.

**Materials needed:**

- ✓ Paper
- ✓ Pens

**Activities:**

- 1) Students will choose one of the following issues and write a newspaper article explaining it: Belgium's EU presidency, European security, the EU's uneasy relationship with Belgium. The article should carefully explain the issue, using language appropriate for a newspaper article.
- 2) The teacher should choose a couple students with each topic to share with the class.

**Assessment:**

- ✓ Do the articles explain the chosen issue in language appropriate for a newspaper article?
- ✓ Does the article show evidence of organization, good grammar, sentence structure, and punctuation?