

**Book:** *France*

**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 nature journal for an imaginary trip around France.
- 2) Identify animals and plants that live in France.
- 3) Describe the landscape of France.

**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 France's landscape or pass out a handout with material. Students will be asked to create a nature journal for an imaginary trip around France. This journal should have at least two entries, 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 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 replace them.

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

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

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

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

- 1) Summarize and present historical information about an assigned period in French history.
- 2) Identify three main points about each period based on the information in the group presentations.

**Materials needed:**

- ✓ Writing materials

**Activities:**

- 1) The teacher will divide the class into groups of two to four, depending on the size of the class, and assign each group a period in French history. The teacher should assign each group one of the sections mentioned in the chapter: Prehistoric France, the Roman Empire, the Middle Ages, the Reformation, the Enlightenment, the French Revolution, Napoleon Bonaparte, the Industrial Revolution, World War I, World War II, France's Government Today. The groups should prepare a brief summary of the material in their section and prepare a presentation for the class.
- 2) When the groups are complete, the teacher should call the groups up in chronological order and allow each group to make a brief presentation to the rest of the class regarding the information in its section.
- 3) While listening to the other groups, students should write down three main points about each presentation.

**Assessment:**

- ✓ Do the presentations contain a good summary of the main points regarding the historical period in question?
- ✓ Did the students correctly identify three main points from each presentation?

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**Chapter Three: The Economy**

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

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

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

- 1) Construct a poster describing the economy of France.
- 2) Name major industries, agricultural products, import and export commodities, and energy sources of France.

**Materials needed:**

- ✓ Poster board or large pieces of paper
- ✓ Markers
- ✓ Old magazines or computers with Internet access
- ✓ Scissors
- ✓ Glue

**Activities:**

- 1) The teacher will divide students into groups of three or four and ask each group to create a poster describing the economy of France. The students should include both text and pictures, which should be hand drawn, clipped from old magazines, or taken from the Internet, to create an informational and attractive poster. The posters should show which industries and agricultural products are important to the French economy, which products France exports to and imports from other nations, and what sources of energy France uses.

**Assessment:**

- ✓ Does the poster adequately explain the French economy, including both text and pictures to show the major industries, agricultural products, import and export commodities, and energy sources of France?
- ✓ Is the poster attractive and neat?

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**Chapter Four: France'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 ethnicities, language, religion, education, sports, cuisine, arts, and cultural events of France.
- 2) Write a series of diary entries as if they were exchange students there.

**Materials needed:**

- ✓ Writing paper
- ✓ Pens or pencils

**Activities:**

- 1) The teacher will review the information in the text concerning the major aspects of French people and culture.
- 2) The teacher will use this starter: "Imagine you are an exchange student in France. Write a series of entries in a diary that describe what your life is like there and what you are learning about the people and culture of France. Include information about ethnicities, language, religion, education, sports, cuisine, arts, and cultural events of France. Include other imagined details of your life to make the entries seem realistic."

**Assessment:**

- ✓ Do the entries contain information about ethnicities, language, religion, education, sports, cuisine, arts, and cultural events of France?
- ✓ Do the entries contain other fictional information to promote a realistic feel?

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**Chapter Five: The Cities**

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

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

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

- 1) List the four major cities of France.
- 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 three 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?

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**Chapter Seven: France in 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) Explain the meaning of the terms intergovernmentalism and supranationalism.
- 2) Identify which policy France supports in the EU.
- 3) Discuss whether they agree with France's position.

**Materials needed:**

- ✓ Paper
- ✓ Pens

**Activities:**

- 1) Working in pairs, the students will use the book to define the terms intergovernmentalism and supranationalism.
- 2) In those same pairs, the students will determine which policy France supports and why.
- 3) Working as a whole class, the dyads will report back what they have found. The teacher will select a scribe who will write the group information of the board.
- 4) The teacher will then lead the class in a discussion as to whether or not they would agree with the French stand.

**Assessment:**

- ✓ Did the pair correctly define the terms and identify the French position and the reasons for it?
- ✓ Did the students meaningfully participate in the class discussion of whether they agree with the French position.

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**

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