

Book: *Italy*

Chapter One: The Landscape

Subject area(s): Social Studies

Amount of time needed: Two 40-minute periods or one 90-minute period

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

- 1) Recognize and re-create the political boundaries and physical features of the nation of Italy.

Materials needed:

- ✓ Play-Doh, clay, or salt dough (3:1:1 ratio of flour, salt, & water)
- ✓ Cardboard
- ✓ Markers
- ✓ Toothpicks
- ✓ Paper
- ✓ Tape

Activities:

- 1) The teacher will briefly review the information in the text concerning the major aspects of Italy's landscape.
- 2) Students will break into groups of two or three and create topographic maps of Italy. The maps should include labeled line drawings of bordering countries and bodies of water. Italy should be three dimensional, showing and labeling the mountains and the bodies of water. The maps should include the information from the Quick Facts, on page 12, either using flags made of toothpicks, paper, and tape or by writing it somewhere on the maps' surface.

Assessment:

- ✓ Do the maps show and label Italy's mountains?
- ✓ Do the maps show the countries and bodies of water that border Italy?
- ✓ Is the information from the Quick Facts included in the project?

Book: *Italy*

Chapter Two: Italy's History and Government

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

Amount of time needed: One 40-minute period for writing and a portion of the following period for sharing

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

- 1) Compose two journal entries written in two different historical periods, relating basic information about that period.

Materials needed:

- ✓ Writing materials

Activities:

- 1) Students will write journal entries from the point of view of an individual living in Italy during a time other their own. Students should do at least two journal entries, one set during either the Roman Republic or the period of the fall of Rome and the second coming from a later period. For each entry, they should choose a specific date and pretend that they lived at that time, and write a brief journal entry describing the world that they lived in at that time, including information regarding specific historical events and the government of Italy. Students should include fictional details to make the journal entries feel realistic.
- 2) The teacher should circulate and choose a selection of the journal entries from throughout Italian history and have students share their entries.

Assessment:

- ✓ Do the journal entries include a specific date with information that matches that date regarding specific historical events and government?
- ✓ Do the entries include fictional details to give them a realistic feel?

Book: *Italy*

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 Italy.
- 2) Name major industries, agricultural products, import and export commodities, and energy sources of Italy.

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 Italy. 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 Italian economy, which products Italy exports to and imports from other nations, and what sources of energy Italy uses.

Assessment:

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

Book: *Italy*

Chapter Four: Italy'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 religion, cuisine, sports, arts, and cultural events of Italy.
- 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 Italy's people and culture.
- 2) The teacher will use this starter: "Imagine you are an exchange student in Italy. 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 Italy. Include information about ethnic groups, religion, arts (both visual and musical), sports, food, and holidays. Include other imagined details of your life to make the entries seem realistic."

Assessment:

- ✓ Do the entries contain information about religion, ethnic groups, sports holiday, food, visual arts, and music?
- ✓ Do the entries contain other fictional information to promote a realistic "feel"?

Book: *Italy*

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 four major cities of Italy.
- 2) Identify one distinguishing fact about each city.
- 3) Develop a travel brochure about the four 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 four 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 be designed to 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?

Book: *Italy*

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

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

Book: *Italy*

Chapter Seven: Italy 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 Italy supports for the EU.
- 3) Identify which aspects of the EU constitution Italy supports changing and why.

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 develop lists of what aspects of the old EU constitution Italy is concerned with and list what changes Italy is supporting.
- 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 they would agree with Italy's stand.

Assessment:

- ✓ The list of proposed changes in the constitution developed by each pair
- ✓ Teacher's evaluation of understandings as demonstrated in discussion.