

Book: *Latvia*

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 Latvia.
- 2) Identify animals and plants that live in Latvia.
- 3) Describe the landscape of Latvia.

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 Latvia's landscape or pass out a handout with material.
- 2) Students will be asked to create a nature journal for an imaginary trip around Latvia. 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: Latvia'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 Latvian history.
- 2) Briefly describe major events in Latvian 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 Latvian 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 Latvian 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 Latvian 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 Latvia.
- 2) Identify Latvia'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
- ✓ 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 Latvia'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 Latvia's top seven 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 eight import partners, except that the arrows should point to Latvia 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 Latvia 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: Latvia'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 characteristics of the religion, food, education system, attitude toward sports, and music of Latvia.
- 2) Write journal entries about life in Latvia.
- 3) Describe the *Daina*/folk music.
- 4) Identify two reasons for the decline in population.

Materials needed:

- ✓ Writing paper
- ✓ Pens, pencils

Activities:

- 1) The teacher will review the information in the text concerning the major aspects of Latvia's people and culture.
- 2) The teacher will use this starter: "You are an exchange student to Latvia. Write a series of entries in your journal that describe what life is like for you in Latvia. Include information about religion, food and meals, education, sports, and music. Make sure you include information about the *Daina*. In addition, have one entry focus on what you have learned about the reason for the decline in population. Add fictitious details to make the entries seem believable."

Assessment:

- ✓ Do the entries contain information about religion, education, sports, food, and music?
- ✓ Is the *Daina* explained?
- ✓ Do the letters give an explanation for the population decline?
- ✓ Do the letters 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 five major cities of Latvia.
- 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 five 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?

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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

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

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Chapter Seven: Latvia in the European Union

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) Identify the pros and cons of Latvia's participation in the EU.
- 2) Explain future challenges for Latvia.

Materials needed:

- ✓ Paper
- ✓ Pens
- ✓ Timer

Activities:

- 1) Using the book, the students will use the information there to make a chart of the pros and cons for Latvia's membership in the European Union.
- 2) The students will choose partners. Half of the pairs will be designated to defend the participation in the EU; the other half will present the case against the EU. Pairs will work together to develop a presentation.
- 3) The teacher will explain what a debate is and present the format: point, counterpoint, rebuttal with time limits.
- 4) On the second day, the students will present their debates. The class will use a rubric to assess performance. The rubric will contain clarity of arguments, grasp of information, supporting facts, and public-speaking skills.

Assessment:

- ✓ The evaluations completed by classmates.
- ✓ The list of pros and cons prepared by student
- ✓ Teacher's evaluation of debate presentation.