

Book: *The Netherlands*

Chapter One: The Landscape

Subject area(s): Social Studies

Amount of time needed: One 40-minute period

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

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

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 the Netherlands' landscape or pass out a handout with material.
- 2) Students will be asked to create a journal for an imaginary trip around the Netherlands. 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. They should be sure to describe the dikes, dams, and windmills that they have seen around the country. 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 journals include at least two entries with accurate descriptions of landscape, climate, animals, and plants, including a description of dikes, dams, and windmills?
- ✓ 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: The Netherlands' 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 the history of the Netherlands.
- 2) Identify three main points about each period based on the information in the group presentations.

Materials needed:

- ✓ Writing materials

Activities:

- 1) Students will break into seven groups. The teacher should assign each group one of the sections mentioned in the chapter: Ancient Times, the Holy Roman Empire, the Reformation and the Eighty Years' War, the Golden Age, the Napoleonic Era, the World Wars, 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

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 the Netherlands.
- 2) Identify the import and export partners of the Netherlands.

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 the trading commodities and relationships of the Netherlands. The students should mount the provided map on a larger piece of construction paper. On that map, the students should draw arrows to the top six export partners. The width of the arrows should show what percentage of the Netherlands' exports go to the particular country. Students should do the same with the top six import partners, except that the arrows should point to the Netherlands 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 the Netherlands 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: The Netherlands' 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 Netherlands' population density, languages, role of religion, food and drink, education system, festivals and events, and well-known artists.
- 2) Write letters as if from a Dutch pen pal that describes the cultural characteristics of both the Netherlands and the student's home.

Materials needed:

- ✓ Writing paper
- ✓ Pen or paper

Activities:

- 1) The teacher will review the information in the text concerning the major aspects of the people and culture of the Netherlands and will also refer to the recipes on pages 76–77.
- 2) The teacher will use this starter: "Imagine you have a pen pal in the Netherlands. Write a letter as if from the pen pal describing the culture of the area. Include information about languages spoken, density of population, role of religion, food and drink, including favorite recipes, education, festivals and events, and famous artists from the country. Also include other imagined details of your life to make the entries seem realistic. When you have completed that letter, write one back to the pen pal, providing the same information about the part of the world where you really do live."

Assessment:

- ✓ Do the letters contain information about population density, language, religion, food and recipes, education, festivals and events, and famous artists from the Netherlands?
- ✓ Does the letter about the student's own home area contain information that corresponds to that in the letter from the Netherlands?
- ✓ 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 six major cities of the Netherlands.
- 2) Identify one distinguishing fact about each city.
- 3) Develop a travel brochure about three of the cities.

Materials needed:

- ✓ Paper
- ✓ Pen, pencil
- ✓ Computers, printers
- ✓ Markers, crayons

Activities:

- 1) The teacher should have the students read chapter 5.
- 2) The teacher will review the information with the students, asking students to list 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 three 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:

- ✓ Does the poster contain accurate information about the cities?
- ✓ Does the poster 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

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: The Netherlands in the European Union

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

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 the Netherlands to be in the EU.
- 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, public-speaking skills.

Assessment:

- ✓ Have students correctly listed the pros and cons of EU membership?
- ✓ Has each pair of students met rubric requirements for their debate?