

Book: *Poland*

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 Poland.

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 Poland's landscape.
- 2) Students will break into groups of two or three and create topographic maps of Poland. The maps should include labeled line drawings of bordering countries and bodies of water. Poland should be three dimensional, showing the mountains and plains. The maps should include the information from the Quick Facts on page 15, either using flags made of toothpicks, paper, and tape, or by writing it somewhere on the maps' surface.

Assessment:

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

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Chapter Two: Poland'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 Poland during a time other their own. Students should choose two specific dates from two distinct periods. For each date, they should 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 the political and social events of the time.
- 2) The teacher should circulate and choose a selection of the journal entries from throughout Polish history and have students share their entries.

Assessment:

- ✓ Do the journal entries include a specific date with information that matches that date regarding the political and social events of the time?

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Chapter Three: The Economy

Subject area(s): Social Studies, Geography

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 Poland.
- 2) Identify Poland'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 Poland'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 Poland'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 five import partners, except that the arrows should point to Poland 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 Poland 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: Poland's People and Culture

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 qualities of the religion, education, cuisine, sports, arts, architecture, music, and literature of Poland.
- 2) Write a series of diary entries as if they were a famous Pole in history, such as Marie Curie, Chopin, or Pope John Paul II.

Materials needed:

- ✓ Writing paper
- ✓ Pens or pencils
- ✓ Books or Internet for research

Activities:

- 1) The teacher will review the information in the text concerning the major aspects of Poland's people and culture.
- 2) The teacher will use this starter: "Imagine you are a famous Pole in history, such as Marie Curie, Chopin, or Pope John Paul II. Write a series of entries in a diary that describe your life and the people and culture of Poland. Include information about ethnic groups, religion, art, architecture, literature, music, and sports. Include other imagined details of your life to make the entries seem realistic."
- 3) Allow students to use library or Internet resources to research their diary persona.

Assessment:

- ✓ Do the entries contain information about religion, ethnic groups, sports, holidays, food, visual arts, and music?
- ✓ 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 five major cities of Poland.
- 2) Identify one distinguishing fact about each city.
- 3) Develop a travel poster about two of the cities.

Materials needed:

- ✓ Poster board
- ✓ 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 five cities and identify important information about each.
- 3) Working with a partner, the students will develop a travel poster that contains pictures and information about two of the cities. The students should use artwork or computer pictures to illustrate it. The poster 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

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

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Chapter Seven: Poland 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 at least three advantages of membership in the EU for Poland and three areas of concern.

Materials needed:

- ✓ Paper
- ✓ Pens

Activities:

- 1) The teacher will review the information on pages 67–73 of the text.
- 2) The teacher will divide the students into groups of four. Half of the groups will be assigned to outline and take notes on advantages of EU membership for Poland, and the other half will do the same for possible drawbacks and concerns about membership. Each group should have at least three reasons to support their position.
- 3) The class will then role play a meeting of a Polish governmental body that is debating the issue of membership in the EU.
- 4) Half of the class will be observers and will rate the “players” on the strength of their arguments, their supporting rationale and information, and the believability of their presentations. The students should then reverse roles, with the observers becoming the debaters.

Assessment:

- ✓ Can the student name three benefits and three areas of concern of EU membership for the Polish people?
- ✓ Did the speakers have supporting facts and rationale and were they presented in a convincing manner?